

SB-CHILD ASSESSMENT QNR

| Field | Question | Answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|------|-----------------------|------|-----------------------|------|---------------------|------|------------------------|------|-------------------------|------|----------------------|------|---------------------|------|---------------------|------|----------------------|------|----------------------|------|----------------------|------|-----------------------|------|------------------------|------|----------------------|------|-------------------------|------|---------------------|------|---------------------|------|----------------------|
| grp_logo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| generated_note_name_12 |  <h2 style="color: blue; margin: 0;">AFRICAN POPULATION AND HEALTH RESEARCH CENTER</h2> <h3 style="margin: 0;">MATERNAL AND CHILD WELL BEING UNIT</h3> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| generated_note_name_13 |  <h3 style="margin: 0;">Child Assessments (Manual)</h3> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| accesscode (required) |  LOGIN TO ACCESS SYSTEM <i>Please enter secret access code provided</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| access_system | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| generated_note_name_18 (required) | Please launch this tool from Manage Cases | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ibv_q1p3 (required) | 1.3 FIELD INTERVIEWER'S (FI) CODE | <table border="1"> <tr><td>MN18</td><td>Margaret Njeri (MN18)</td></tr> <tr><td>MK18</td><td>Mwanga Kenneth (MK18)</td></tr> <tr><td>AD18</td><td>Achola Diana (AD18)</td></tr> <tr><td>DO18</td><td>Dickson Onyango (DO18)</td></tr> <tr><td>CM18</td><td>Catherine Mumbua (CM18)</td></tr> <tr><td>AM18</td><td>Albanus Mutua (AM18)</td></tr> <tr><td>FB18</td><td>Felix Obiero (FB18)</td></tr> <tr><td>WA18</td><td>Winnie Ayuma (WA18)</td></tr> <tr><td>SK18</td><td>Stephen Kamau (SK18)</td></tr> <tr><td>FO18</td><td>Fanuel Omwaka (FO18)</td></tr> <tr><td>BW18</td><td>Bernad Wambua (BW18)</td></tr> <tr><td>VM18</td><td>Vincent Mwaura (VM18)</td></tr> <tr><td>NN18</td><td>Norah Nyanchama (NN18)</td></tr> <tr><td>HM18</td><td>Hudson Mageto (HM18)</td></tr> <tr><td>VN18</td><td>Veronichah Njeri (VN18)</td></tr> <tr><td>AK18</td><td>Annjoy Kendi (AK18)</td></tr> <tr><td>VK18</td><td>Victor Kyalo (VK18)</td></tr> <tr><td>VV18</td><td>Victor Victor (VV18)</td></tr> </table> | MN18 | Margaret Njeri (MN18) | MK18 | Mwanga Kenneth (MK18) | AD18 | Achola Diana (AD18) | DO18 | Dickson Onyango (DO18) | CM18 | Catherine Mumbua (CM18) | AM18 | Albanus Mutua (AM18) | FB18 | Felix Obiero (FB18) | WA18 | Winnie Ayuma (WA18) | SK18 | Stephen Kamau (SK18) | FO18 | Fanuel Omwaka (FO18) | BW18 | Bernad Wambua (BW18) | VM18 | Vincent Mwaura (VM18) | NN18 | Norah Nyanchama (NN18) | HM18 | Hudson Mageto (HM18) | VN18 | Veronichah Njeri (VN18) | AK18 | Annjoy Kendi (AK18) | VK18 | Victor Kyalo (VK18) | VV18 | Victor Victor (VV18) |
| MN18 | Margaret Njeri (MN18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MK18 | Mwanga Kenneth (MK18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AD18 | Achola Diana (AD18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DO18 | Dickson Onyango (DO18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CM18 | Catherine Mumbua (CM18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AM18 | Albanus Mutua (AM18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FB18 | Felix Obiero (FB18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WA18 | Winnie Ayuma (WA18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SK18 | Stephen Kamau (SK18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FO18 | Fanuel Omwaka (FO18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BW18 | Bernad Wambua (BW18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VM18 | Vincent Mwaura (VM18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NN18 | Norah Nyanchama (NN18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HM18 | Hudson Mageto (HM18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VN18 | Veronichah Njeri (VN18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AK18 | Annjoy Kendi (AK18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VK18 | Victor Kyalo (VK18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VV18 | Victor Victor (VV18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| access_system > asq_q1p0_grp | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| asq_q1p1 (required) | 1.1 START TIME (24HRS) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| asq_q1p3 (required) | 1.3 DATE OF INTERVIEW (DD/MM/YYYY) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| access_system > consent_questions_grp1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| generated_note_name_31 | PARTICIPATING IN THIS STUDY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| consent_questions_grp1_label | Label | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q1 (required) | This research study has been explained to me, including risks and possible benefits (if any), other options for treatments or procedures, and other important things about the study. I have been given the opportunity to ask questions about the project. | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q2 (required) | I understand that all procedure/tests for this study have been approved by the Ethics and Scientific Review Committee of AMREF | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q3 (required) | I understand that I will not benefit directly from the research done using the data I provided. | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q4 (required) | I agree to take part in the project. Taking part in the project will include being interviewed and/or recorded (audio or video). I understand that I may withdraw from the study at any time. | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| access_system > consent_questions_grp2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| generated_note_name_42 | USE OF THE INFORMATION PROVIDED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| consent_questions_grp2_label | Label | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q5 (required) | I am in agreement that data collected from me may be stored in a data repository and used for the purposes described above | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q6 (required) | I am in agreement that data generated may be made available as stated above | <table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>2</td><td>No</td></tr> </table> | 1 | Yes | 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cons_q7 (required) | I am in agreement that the information I have supplied in the list of questions and the information from the tests and | <table border="1"> <tr><td>1</td><td>Yes</td></tr> </table> | 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | measurements taken from me may be used as stated above | | 2 | No |
| cons_q8 (required) | I agree that some or all the data I provided may be stored in a database and that these may be shared with other researchers according to the processes and procedures of this study by using my study code or another code that de-identifies my data (or preserves the confidentiality of the information I provided). | | 1 | Yes |
| | | | 2 | No |
| cons_q9 (required) | I understand that every time a new study is done using the data I provided, permission will be obtained from the ethics committee for the study to make sure that it is used only for the purposes stated above. | | 1 | Yes |
| | | | 2 | No |
| access_system > consent_questions_grp3 | | | | |
| generated_note_name_53 | PARTICIPATION IN THE INTERVENTION | | | |
| consent_questions_grp3_label | Label | | 1 | Yes |
| | | | 2 | No |
| cons_q10 (required) | I am willing to receive monthly SMS messages pertaining to my baby's development and agree to respond to the questions sent as part of the study if I and my child are allocated in the intervention. My phone no is | | 1 | Yes |
| | | | 2 | No |
| cons_q10_no (required) | Phone number | | | |
| respondents_witness_signature (required) | Respondent/Witnesses signature: | | | |
| asq_contact (required) | Caregiver Contact e.g. 0722xxxxx 998 - Don't know/ Don't have | | | |
| access_system > child_info_group | | | | |
| generated_note_name_79 | CHILD DETAILS <i>Children born in the period 2015 - 2017</i> | | | |
| child_name (required) | 4.1 CHILD'S NAME | | | |
| child_dob (required) | 1.32 CHILD'S DOB | | | |
| access_system > preloaded_info | | | | |
| generated_note_name_89 | HHH Name [hhh_name] | | | |
| generated_note_name_90 | HOUSEHOLD ID [hh_id] | | | |
| generated_note_name_91 | Location ID [location_id] | | | |
| generated_note_name_92 | Village [village] | | | |
| generated_note_name_93 | CAREGIVER'S NAME [caregiver_name] | | | |
| generated_note_name_94 | CAREGIVER'S ID [caregiver_id] | | | |
| generated_note_name_95 | CAREGIVER'S DOB [caregiver_dob] | | | |
| generated_note_name_96 | CHILD'S NAME [child_name] | | | |
| generated_note_name_97 | CHILD'S ID [child_id_pre] | | | |
| generated_note_name_98 | CHILD'S DOB [child_dob] | | | |
| access_system > gross_motor_A | | | | |
| access_system > gross_motor_A > gross_motor_A_i | | | | |
| generated_note_name_104 | A. GROSS MOTOR | | | |
| generated_note_name_105 | Introduce this section to [child_name] by saying: <i>We will have some activities and games which show how you use various parts of your body.</i> | | | |
| generated_note_name_106 | UPPER BODY CONTROL | | | |
| generated_note_name_107 | 1. Head control (observation) <i>Materials: Plastic mat</i> | | | |
| ca_gm_q1 (required) | Instruction:: Place ([child_name]) on the mat. If you observe ([child_name]) holding his/her head erect without support and turning his/her head to the right and to the left, score this item at the highest level (3). | | 0 | 0. The child is unable to lift his/her head up. The mother must continually support the child's head |
| | | | 1 | 1. The child is able to hold his/her head erect on his/her own for at least 5 seconds |
| | | | 2 | 2. The child is able to hold his/her head erect for more than 5 seconds. The mother supports the child's head at any point during the interview. The child is not able to turn his/her head to the left or to the right |
| | | | 3 | 3. The child is able to hold his/her head up without support throughout the interview. The child is able to control his/her head and turns it to the left and to the right to look at surroundings |
| access_system > gross_motor_A > gross_motor_A_ii | | | | |
| generated_note_name_112 | 2. Lifts upper body <i>Instruction: This item should not be administered to a child who is able to walk on his/her own.</i> | | | |
| ca_gm_q2 (required) | For children who are not able to sit, place ([child_name]) on his/her stomach on a flat surface saying, "Let's lie down like this." Shake a rattle in front of ([child_name]) to encourage him/her to lift the front part of the body. Observe and score appropriately. <i>Scoring:</i> | | 0 | 0. The child is not able to lift his/her upper body |
| | | | 1 | 1. The child only lifts his/her upper body briefly |
| | | | 2 | 2. The child attempts to push |

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| | | | up his/her chest while lying on his/her stomach |
| | | 3 | 3. The child pushes up with his/her arms and holds his/her chest off the ground |
| access_system > gross_motor_A > gross_motor_A_iii | | | |
| generated_note_name_117 | 3. Rolls <i>Instruction:</i> | | |
| ca_gm_q3 (required) | Place ([child_name] on his/her side on the mat, with his/her face turned away from the mother/caregiver or assessor. Softly call out ([child_name]'s name, or use a rattle, to encourage ([child_name] to turn and face you. Observe and record child's behaviour. <i>Scoring:</i> | 0 | 0. The child is not able to roll |
| | | 1 | 1. The child rolls from stomach to side |
| | | 2 | 2. The child rolls from stomach to back |
| | | 3 | 3. The child rolls from side to side |
| access_system > gross_motor_A > gross_motor_A_iv | | | |
| generated_note_name_124 | SITTING | | |
| generated_note_name_125 | 4. Sits with support (Maternal report) <i>Instruction:</i> | | |
| ca_gm_q4 (required) | Place ([child_name] on your lap and feel ([child_name]'s strength in the shoulders, neck and lower back. Ask the mother what happens when she leaves ([child_name] to sit alone on the floor. <i>Scoring:</i> | 0 | 0. The child falls over or flops forward if left unsupported |
| | | 1 | 1. The child sits at an angle (leaning on mother) when supported in his/her mother's lap |
| | | 2 | 2. The child sits on his/her own with minimal support, for e.g. leaning on something, or propped up with pillows, and does not fall over |
| | | 3 | 3. The child maintains balance by leaning forward on one or both arms outstretched in a tripod position without falling over |
| access_system > gross_motor_A > gross_motor_A_v | | | |
| generated_note_name_132 | 5. Sits without support (Maternal report) <i>Instruction:</i> | | |
| ca_gm_q5 (required) | Ask the mother if ([child_name] is able to sit on his/her own if you have not yet observed this behavior during the assessment period. <i>Scoring:</i> | 0 | 0. The child is not able to sit without support |
| | | 1 | 1. The child can sit briefly without arm support but falls over to the side or backwards after a short while |
| | | 2 | 2. The child is able to sit alone for up to 30 seconds at a time before toppling over |
| | | 3 | 3. The child is able to sit unsupported (with his/her back straight) for prolonged periods of time. The child's arms are free to for exploration |
| access_system > gross_motor_A > gross_motor_A_vi | | | |
| generated_note_name_139 | 6. Can reach out and return to sitting position <i>Instruction:</i> | | |
| ca_gm_q6 (required) | Place a toy on the mat in front of ([child_name] an arm's length away. Ask ([child_name] to take the toy. ([child_name] must move forward to pick up the toy and then return to a sitting position, without losing balance or needing a hand to remain upright. To score at the highest level, ([child_name] must pick the toy with one hand. <i>Scoring:</i> | 0 | 0. The child is not able |
| | | 1 | 1. The child attempts but is unsuccessful |
| | | 2 | 2. The child can reach out with two hands but is not stable |
| | | 3 | 3. The child can steadily reach out and return to a sitting position and uses only one hand |
| access_system > gross_motor_A > gross_motor_A_vii | | | |
| generated_note_name_144 | 7. Moves from lying to sitting <i>Instruction:</i> | | |
| ca_gm_q7 (required) | Say to ([child_name], "Come and lie down." While on the mat, demonstrate to ([child_name] how to lie on the back and then move from lying to sitting without using hands. Ask ([child_name] to look at what you're doing and practice with him/her. <i>Scoring:</i> | 0 | 0. The child is not able |
| | | 1 | 1. The child needs to be pulled up by the hands to move from lying to sitting; uses much |

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| | | | effort or extra support |
| | | 2 | 2. The child uses much effort/extra support or his/her hands for balance to move from lying to sitting |
| | | 3 | 3. The child moves easily from lying to sitting and does not rely on hands for balance |

access_system > gross_motor_A > gross_motor_A_viii

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| generated_note_name_149 | STATIC BALANCE | | |
| generated_note_name_150 | 8. Stands with support (Maternal report) <i>Instruction:</i> | | |
| ca_gm_q8 (required) | For children younger than 12 months and who are not able to stand on their own, hold ([child_name] standing taking all the weight under ([child_name]'s arms. Gradually release until ([child_name] is holding his/her own weight. Ask the mother if ([child_name] is able to stand while holding onto furniture or other form of support. <i>Scoring:</i> | 0 | 0. The child is not able to take his/her full weight or to firmly place both feet flat on the floor when held upright |
| | | 1 | 1. The child pushes down with feet on the floor when held |
| | | 2 | 2. The child supports his/her whole weight on legs when held |
| | | 3 | 3. The child stands while holding on to furniture or object for 10 seconds or more |

access_system > gross_motor_A > gross_motor_A_ix

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| generated_note_name_155 | 9. Stands without support (Maternal report) <i>Instruction:</i> | | |
| ca_gm_q9 (required) | For children older than 12 months, observe ([child_name] as they come into the assessment area. If they come in walking, score this item automatically at the highest level. For children who are just beginning to stand, ask the mother if ([child_name] is able to stand alone for long periods of time. <i>Scoring:</i> | 0 | 0. The child is not able |
| | | 1 | 1. The child stands alone for about 10 seconds |
| | | 2 | 2. The child stands alone for more than 10 seconds |
| | | 3 | 3. The child stands alone steadily for long periods |

access_system > gross_motor_A > gross_motor_A_x

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| generated_note_name_161 | 10. Moves from sitting to standing <i>Instruction:</i> | | |
| ca_gm_q10 (required) | Sit on the mat on the floor with ([child_name] and say to him/her, "Let's get up." Demonstrate moving from sitting to standing without using hands. Practice with ([child_name] and then encourage him/her to do it alone. Observe (does ([child_name] twist and turn before getting up?) and record ([child_name]'s performance. <i>Scoring:</i> | 0 | 0. The child is not able to |
| | | 1 | 1. The child pulls him/herself into a standing position while holding on to an object for support |
| | | 2 | 2. The child twists and turns before getting up; rolls over and up |
| | | 3 | 3. The child moves steadily from sitting to standing and does not use hands |

access_system > gross_motor_A > gross_motor_A_xi

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| generated_note_name_168 | 11. Can sit down steadily from a standing position <i>Instruction:</i> | | |
| ca_gm_q11 (required) | This item should be administered immediately after no. 10 so that the assessor can ask ([child_name] to sit down from a standing position. Demonstrate to ([child_name] how to sit down without using hands. Practice with ([child_name] and then let him/her do it on his/her own. Observe and record ([child_name]'s performance. <i>Scoring:</i> | 0 | 0. The child is not able to |
| | | 1 | 1. The child sits down unsteadily from a standing position and/or with extra support |
| | | 2 | 2. The child uses his/her hands for support |
| | | 3 | 3. The child sits down steadily/smoothly from a standing position without using hands |

access_system > gross_motor_A > gross_motor_A_xii

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| generated_note_name_175 | 12. Stands on one leg <i>Instruction:</i> | | |
| ca_gm_q12 (required) | Say to ([child_name], "Let's try standing on one leg." Demonstrate keeping the standing foot still, keeping the raised foot off the ground and keeping the free foot behind the standing leg. Ask ([child_name] to stand like you and then say, "Now we shall stand together on one leg." Practice with ([child_name] and provide all the necessary support. Encourage ([child_name] to do it alone. Start timing as soon as ([child_name] achieves balance. Stop if ([child_name] loses balance after 2 trials of less than 10 seconds. <i>Scoring:</i> | 0 | 0. The child is not able to |
| | | 1 | 1. The child can stand on one leg, with support for 10-20 seconds |
| | | 2 | 2. The child can stand on one leg, with support for more than |

| | | | |
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| | | | 21 seconds |
| | | | 3 3. The child stands on one leg without support for at least 10 seconds |
| access_system > gross_motor_A > gross_motor_A_xiii | | | |
| generated_note_name_182 | MOVING | | |
| generated_note_name_183 | 13. Crawls (Maternal report) <i>Instruction:</i> | | |
| generated_note_name_184 | Establish from the mother what happens when her child wants something that is far from him/her. | | |
| ca_gm_q13 (required) | Ask the mother, "Does your child move around?" <i>Scoring:</i> | | 0 0. The child is not able to move along the floor 1 1. The child attempts to crawl but is unsuccessful 2 2. The child moves but his/her mid-section is on the ground 3 3. The child is able to make 3 continuous movements in any direction either on his/her hands and knees or on his/hands and bottom (with stomach off the ground) |
| access_system > gross_motor_A > gross_motor_A_xiv | | | |
| generated_note_name_192 | 14. Walks with support (Maternal report) <i>Instruction:</i> | | |
| ca_gm_q14 (required) | Ask the mother if she has observed her child moving forward on his/her feet when his/her hands are held. This item aims to establish if ([child_name] has good control of the lower limbs and someone only helps with his/her balance <i>Scoring:</i> | | 0 0. The child cannot take a few steps forward even when someone is holding on to both hands. 1 1. The child moves sideways while holding onto furniture for support (cruising) 2 2. The child walks when one or both hands are held, for less than length of mat 3 3. The child walks when one or both hands are held, for length of mat |
| access_system > gross_motor_A > gross_motor_A_xv | | | |
| generated_note_name_201 | 15. Walks without support <i>Instruction:</i> | | |
| ca_gm_q15 (required) | Observe ([child_name] as s/he comes into the assessment area. <i>Scoring:</i> | | 0 0. The child is not able to walk on his/her own; cannot maintain balance 1 1. The child attempts to walk alone but is not able to take at least one step 2 2. The child walks on his/her own for less than the length of mat 3 3. The child walks on his/her own for the length of mat |
| access_system > gross_motor_A > gross_motor_A_xvi | | | |
| generated_note_name_208 | DYNAMIC BALANCE | | |
| generated_note_name_209 | 16. Walks backwards <i>Instruction:</i> | | |
| generated_note_name_210 | Materials: Toy with string | | |
| ca_gm_q16 (required) | Demonstrate pulling a toy with a long cord attached to it while walking backwards and say to ([child_name], "Let's walk backwards like this." Walk in a straight line. Say to ([child_name], "Let's walk together." Practice with ([child_name] while giving all the necessary support. Encourage ([child_name] to attempt the task alone. Stop if ([child_name] is unable to perform the task after 3 trials. | | 0 0. The child does not attempt to take even one step backwards 1 1. The child attempts to walk backwards but is not able to take at least one step 2 2. The child walks backwards with support/for less than length of mat 3 3. The child walks backwards without support/for the length of mat |
| access_system > gross_motor_A > gross_motor_A_xvii | | | |
| generated_note_name_218 | 17. Jumps <i>Instruction:</i> | | |

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| ca_gm_q17 (required) | - Scoring: | 0 0. The child is not able to jump |
| | | 1 1. The child attempts to jump but both feet are not together |
| | | 2 2. The child is able to jump with both feet leaving the ground at the same time, with support |
| | | 3 3. The child is able to jump with both feet leaving the ground at the same time, without support |
| access_system > gross_motor_A > gross_motor_A_xviii | | |
| generated_note_name_226 | 18. Hops on one leg Instruction: | |
| ca_gm_q18 (required) | This item should preferably be administered after 'Standing on one leg.' Say to ([child_name], "Let's jump on one leg." Demonstrate keeping on foot off the floor and hopping on one leg on the spot. Then say, "Let's do it together." Practice with ([child_name] and provide all the necessary support. Encourage ([child_name] to do it alone and observe ([child_name]'s performance. Stop if ([child_name] loses balance after 3 trials. Scoring: | 0 0. The child is not able to hop on one leg |
| | | 1 1. The child hops once or twice on one leg with support |
| | | 2 2. The child hops 3 or more times on one leg, with support |
| | | 3 3. The child hops at least twice without support |
| access_system > gross_motor_A > gross_motor_A_xix | | |
| generated_note_name_232 | 19. Walks on tiptoes Instruction: | |
| ca_gm_q19 (required) | Use the length of the floor mat to estimate a distance of 2m. Say to ([child_name], "Let's walk on tiptoes." Demonstrate how to walk on tiptoes while keeping toes on the line and heels off the ground. Ask ([child_name] to walk like you. Practice with ([child_name] and provide all the necessary support. Encourage ([child_name] to do it alone while saying, "Now try alone." To be considered successful on this task, ([child_name]'s heels must clearly leave the ground. Stop if ([child_name] is unable to attempt the task after 3 trials. Scoring: | 0 0. The child does not attempt to walk on tiptoes |
| | | 1 1. The child attempts but is not able to take at least one step |
| | | 2 2. The child walks on tiptoes with support/for less than length of mat |
| | | 3 3. The child walks on tiptoes without support/for length of mat |
| access_system > gross_motor_A > gross_motor_A_xx | | |
| generated_note_name_239 | 20. Walks on side of feet Instruction: | |
| ca_gm_q20 (required) | Say to ([child_name], "Here is another walking game." Demonstrate rolling feet over to the outside edge and taking small steps. Then ask ([child_name] to walk like you. Say to ([child_name], "Let's walk together" and then practice with ([child_name] providing all the necessary support. Encourage ([child_name] to do it alone. Observe child's performance and score appropriately. Scoring: | 0 0. The child does not attempt to walk on side of feet |
| | | 1 1. The child tries to walk on side of feet and makes at least one step, partial success |
| | | 2 2. The child walks on side of feet for less than the length of mat |
| | | 3 3. The child walks on side of feet for the length of mat |
| access_system > gross_motor_A > gross_motor_A_xxi | | |
| generated_note_name_246 | 21. Walks along line, heel to toe Instruction: | |
| ca_gm_q21 (required) | Say to ([child_name], "Walk like me." Walk along a straight line, with one foot exactly in front of the other, touching the heel to toe with each step. Keep the arms out to the sides, not resting on the hips. Practice with ([child_name] and provide all the necessary support. Encourage ([child_name] to do it alone. Stop the task if ([child_name] loses balance or is unable to keep feet moving off the line after 3 trials. Scoring: | 0 0. The child does not attempt to walk heel to toe |
| | | 1 1. The child attempts to walk heel to toe but is not able to take at least one step |
| | | 2 2. The child walks heel to toe with support/for less than length of mat |
| | | 3 3. The child walks heel to toe without support/for length of mat |
| access_system > gross_motor_A > gross_motor_A_xxii | | |
| generated_note_name_253 | 22. Runs (Maternal report) Instruction: | |
| ca_gm_q22 (required) | Ask the mother, "Have you seen your child running?" Scoring: | 0 0. The child is not able to run but can walk independently |
| | | 1 1. The child attempts to run but is a little unbalanced |
| | | 2 2. The child is able to run steadily in one direction |

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|--|---|--|---|--|
| | | | 3 | 3. The child can change speed and direction safely while running |
| access_system > gross_motor_A > motor_coordination | | | | |
| generated_note_name_262 | MOTOR COORDINATION <i>For throwing and catching, stand approximately the length of the mat away from ([child_name]). A sibling or mother can always be included in the game.</i> | | | |
| generated_note_name_264 | 23. Releases a ball purposefully <i>Instruction:</i> | | | |
| generated_note_name_265 | Materials: A ball | | | |
| ca_gm_q23 (required) | Present the ball to ([child_name]) and say, "Let's play with this ball." The ball should be thrown purposively (i.e. travels toward the target person). If the ball just drops in front of ([child_name]), score accordingly <i>Scoring:</i> | | 0 | 0. The child is not able to release the ball or does not attempt |
| | | | 1 | 1. The child attempts to release the ball purposefully but the ball just drops |
| | | | 2 | 2. The child releases the ball once or twice, in the direction of the target person |
| | | | 3 | 3. The child releases the ball 3 or more times, in the direction of the target person |
| access_system > gross_motor_A > gross_motor_A_xxiv | | | | |
| generated_note_name_271 | 24. Throws a ball <i>Instruction:</i> | | | |
| ca_gm_q24 (required) | Demonstrate to ([child_name]) how to throw a ball to an older sibling or mum. Then give the ball to ([child_name]) and ask him/her to throw it. Observe ([child_name]) throwing the ball. <i>The ball has to go towards the person catching. Scoring:</i> | | 0 | 0. Not able |
| | | | 1 | 1. The child attempts to throw the ball but it goes over his/her head |
| | | | 2 | 2. The child throws the ball and it reaches or nearly reaches target person, once or twice |
| | | | 3 | 3. The child throws the ball and it reaches or nearly reaches target person, 3 or more times |
| access_system > gross_motor_A > gross_motor_A_xxv | | | | |
| generated_note_name_278 | 25. Catches a ball <i>Instruction:</i> | | | |
| ca_gm_q25 (required) | Stand about 3 paces away from ([child_name]). Tell ([child_name]), "Now catch the ball." Throw the ball gently toward ([child_name]) so that s/he has a chance to catch it (do not put it into their hands). <i>Scoring:</i> | | 0 | 0. The child is not able to catch the ball or does not attempt |
| | | | 1 | 1. The child attempts to catch the ball but it just goes through his/her hands |
| | | | 2 | 2. The child catches ball using his/her arms and hands |
| | | | 3 | 3. The child catches the ball using his/her hands only |
| access_system > gross_motor_A > gross_motor_A_xxvi | | | | |
| generated_note_name_284 | 26. Throws and catches a ball in sequence <i>Instruction:</i> | | | |
| ca_gm_q26 (required) | Encourage ([child_name]) to catch the ball and throw it back to you (or to a sibling or to mum). To score at the top level (3), the sequence child throw-adult-child-catch must be seen at least 3 times. Observe and record accordingly. <i>Scoring:</i> | | 0 | 0. The child is not able to throw or catch the ball |
| | | | 1 | 1. The child only throws, or only catches |
| | | | 2 | 2. The child is able to complete the sequence once or twice |
| | | | 3 | 3. The child is able to complete the sequence three or more times |
| access_system > gross_motor_A > gross_motor_A_xxvii | | | | |
| generated_note_name_291 | 27. Kicks ball <i>Instruction:</i> | | | |
| ca_gm_q27 (required) | Demonstrate kicking a stationary ball and tell ([child_name]), "Kick the ball like this." Encourage ([child_name]) to kick the ball alone or with others. Then demonstrate kicking a moving ball and ask ([child_name]) to kick it again. Roll the ball either way or towards ([child_name]). Encourage ([child_name]) to kick it as it moves. <i>Scoring:</i> | | 0 | 0. The child is not able to kick the ball |
| | | | 1 | 1. The child kicks a stationary ball once or twice |
| | | | 2 | 2. The child kicks a stationary ball 3 or more times |
| | | | 3 | 3. The child is able to kick a moving ball |
| access_system > gross_motor_A > gross_motor_A_xxviii | | | | |

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|-------------------------|---|--|---|--|---|---|---|--|---|--|
| generated_note_name_298 | 28. Gets onto platform <i>Instruction:</i> | | | | | | | | | |
| generated_note_name_299 | Materials: Platform table | | | | | | | | | |
| ca_gm_q28 (required) | With the platform table in front of you, say to ([child_name], "Let's climb up here." Demonstrate to ([child_name] how to step straight onto the platform without using any part of the body to pull up. Practice with ([child_name] and provide all the necessary support to get onto the platform. <i>Scoring: Pulling and climbing means ([child_name] uses another part of the body to support him/herself (e.g., arms, stomach, belly or bottom). Stepping up means getting up on to the platform like a step, with one foot after the other.</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not attempt to get onto the platform</td> </tr> <tr> <td>1</td> <td>1. The child tries with partial success</td> </tr> <tr> <td>2</td> <td>2. The child pulls him/herself onto the platform</td> </tr> <tr> <td>3</td> <td>3. The child can step up onto the platform, one foot after the other</td> </tr> </table> | 0 | 0. The child does not attempt to get onto the platform | 1 | 1. The child tries with partial success | 2 | 2. The child pulls him/herself onto the platform | 3 | 3. The child can step up onto the platform, one foot after the other |
| 0 | 0. The child does not attempt to get onto the platform | | | | | | | | | |
| 1 | 1. The child tries with partial success | | | | | | | | | |
| 2 | 2. The child pulls him/herself onto the platform | | | | | | | | | |
| 3 | 3. The child can step up onto the platform, one foot after the other | | | | | | | | | |

access_system > gross_motor_A > gross_motor_A_xxix

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| generated_note_name_306 | 29. Gets off platform <i>Instruction:</i> | | | | | | | | | |
| ca_gm_q29 (required) | Now say to ([child_name], "Let's get off the platform." Demonstrate stepping off the platform with one foot after the other. Ask ([child_name] to try and do it alone, providing all the necessary support e.g. holding on to his/her hand. <i>Scoring:</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not attempt to get off the platform</td> </tr> <tr> <td>1</td> <td>1. The child climbs down carefully, using his/her hands for support or by sitting on his bottom and sliding off</td> </tr> <tr> <td>2</td> <td>2. The child gets off the platform while standing, with support</td> </tr> <tr> <td>3</td> <td>3. The child steps off the platform, one foot after the other</td> </tr> </table> | 0 | 0. The child does not attempt to get off the platform | 1 | 1. The child climbs down carefully, using his/her hands for support or by sitting on his bottom and sliding off | 2 | 2. The child gets off the platform while standing, with support | 3 | 3. The child steps off the platform, one foot after the other |
| 0 | 0. The child does not attempt to get off the platform | | | | | | | | | |
| 1 | 1. The child climbs down carefully, using his/her hands for support or by sitting on his bottom and sliding off | | | | | | | | | |
| 2 | 2. The child gets off the platform while standing, with support | | | | | | | | | |
| 3 | 3. The child steps off the platform, one foot after the other | | | | | | | | | |

access_system > gross_motor_A > gross_motor_A_xxx

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|-------------------------|--|---|---|--|---|---|---|--|---|---|
| generated_note_name_313 | 30. Jumps off platform <i>Instruction:</i> | | | | | | | | | |
| ca_gm_q30 (required) | This item requires stepping on to the platform again and jumping off. Say to ([child_name], "See how I climb up and jump down." Demonstrate how to jump off the platform and landing with both feet together. Practice with ([child_name] and hold ([child_name]'s hand to encourage him/her to jump off the platform. Say to ([child_name], "Now try alone," and encourage him/her to do it alone. If ([child_name] is not able to jump off the platform alone, provide the necessary support. <i>Scoring: To score at the highest level requires that ([child_name] jumps off the platform and lands on both feet together.</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not attempt to jump off the platform</td> </tr> <tr> <td>1</td> <td>1. The child steps off the platform, one foot after the other</td> </tr> <tr> <td>2</td> <td>2. The child jumps down and lands on both feet, with support</td> </tr> <tr> <td>3</td> <td>3. The child jumps down and lands on both feet, without support</td> </tr> </table> | 0 | 0. The child does not attempt to jump off the platform | 1 | 1. The child steps off the platform, one foot after the other | 2 | 2. The child jumps down and lands on both feet, with support | 3 | 3. The child jumps down and lands on both feet, without support |
| 0 | 0. The child does not attempt to jump off the platform | | | | | | | | | |
| 1 | 1. The child steps off the platform, one foot after the other | | | | | | | | | |
| 2 | 2. The child jumps down and lands on both feet, with support | | | | | | | | | |
| 3 | 3. The child jumps down and lands on both feet, without support | | | | | | | | | |

access_system > fine_motor_B

access_system > fine_motor_B > fine_motor_B_xxxi

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|-------------------------|--|---|---|--|---|---|---|--|---|---|
| generated_note_name_322 | B. FINE MOTOR | | | | | | | | | |
| | <i>At the beginning of this section, say to ([child_name], "We will now play some games which show how you use your hands and fingers."</i> | | | | | | | | | |
| generated_note_name_324 | VISION | | | | | | | | | |
| generated_note_name_325 | 31. Reaches out for moving object | | | | | | | | | |
| generated_note_name_326 | Materials: Wooden or plastic ring with thread attached, Red tassel <i>Instruction:</i> | | | | | | | | | |
| ca_fm_q31 (required) | Dangle a wooden ring in front of ([child_name], within his/her reach. Ask ([child_name] to take the ring. For children younger than 6 months who may have problems focusing on the ring, move a red tassel smoothly from left to right in front of ([child_name]'s eyes. Observe and record ([child_name]'s behavior. <i>Scoring:</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not look at the object</td> </tr> <tr> <td>1</td> <td>1. The child looks but does not reach out</td> </tr> <tr> <td>2</td> <td>2. The child reaches out and attempts to grasp</td> </tr> <tr> <td>3</td> <td>3. The child grasps the object successfully</td> </tr> </table> | 0 | 0. The child does not look at the object | 1 | 1. The child looks but does not reach out | 2 | 2. The child reaches out and attempts to grasp | 3 | 3. The child grasps the object successfully |
| 0 | 0. The child does not look at the object | | | | | | | | | |
| 1 | 1. The child looks but does not reach out | | | | | | | | | |
| 2 | 2. The child reaches out and attempts to grasp | | | | | | | | | |
| 3 | 3. The child grasps the object successfully | | | | | | | | | |

access_system > fine_motor_B > fine_motor_B_xxxii

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|-------------------------|---|--|---|---------------------------------------|---|--|---|--|---|--|
| generated_note_name_333 | EYE-HAND COORDINATION | | | | | | | | | |
| generated_note_name_334 | 32. Manipulates object <i>Instruction:</i> | | | | | | | | | |
| ca_fm_q32 (required) | Observe ([child_name] holding the ring or tassel and note if it is passed from hand to hand. <i>Scoring:</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not take the object</td> </tr> <tr> <td>1</td> <td>1. The child brings object toward the mouth for oral contact</td> </tr> <tr> <td>2</td> <td>2. The child holds and examines object</td> </tr> <tr> <td>3</td> <td>3. The child passes the object from hand to hand</td> </tr> </table> | 0 | 0. The child does not take the object | 1 | 1. The child brings object toward the mouth for oral contact | 2 | 2. The child holds and examines object | 3 | 3. The child passes the object from hand to hand |
| 0 | 0. The child does not take the object | | | | | | | | | |
| 1 | 1. The child brings object toward the mouth for oral contact | | | | | | | | | |
| 2 | 2. The child holds and examines object | | | | | | | | | |
| 3 | 3. The child passes the object from hand to hand | | | | | | | | | |

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|--|--|--|---|--|---|--|---|---|---|--|
| access_system > fine_motor_B > fine_motor_B_xxxiii | | | | | | | | | | |
| generated_note_name_340 | 33. Picks up object | | | | | | | | | |
| generated_note_name_341 | Materials: One wooden block Instruction: | | | | | | | | | |
| ca_fm_q33 (required) | Say to ([child_name], "Let's play with blocks." Place a wooden block on the ground or mat. Say to ([child_name], "Pick this block." Observe how ([child_name] picks up the block. To score at the highest level, radial grasp means that the thumb is held against the cube in opposition to the other fingers. Scoring: | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to pick up objects on his/her own. Someone must place the object in the child's hands</td> </tr> <tr> <td>1</td> <td>1. The child is able to pick up the block in any way (uses two hands or holds the object against his/her body to pick it up)</td> </tr> <tr> <td>2</td> <td>2. The child uses any type of grasp and picks the block with one hand</td> </tr> <tr> <td>3</td> <td>3. The child picks the block with a mature (radial) grasp using one hand</td> </tr> </table> | 0 | 0. The child is not able to pick up objects on his/her own. Someone must place the object in the child's hands | 1 | 1. The child is able to pick up the block in any way (uses two hands or holds the object against his/her body to pick it up) | 2 | 2. The child uses any type of grasp and picks the block with one hand | 3 | 3. The child picks the block with a mature (radial) grasp using one hand |
| 0 | 0. The child is not able to pick up objects on his/her own. Someone must place the object in the child's hands | | | | | | | | | |
| 1 | 1. The child is able to pick up the block in any way (uses two hands or holds the object against his/her body to pick it up) | | | | | | | | | |
| 2 | 2. The child uses any type of grasp and picks the block with one hand | | | | | | | | | |
| 3 | 3. The child picks the block with a mature (radial) grasp using one hand | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxiv | | | | | | | | | | |
| generated_note_name_347 | 34. Retains one object | | | | | | | | | |
| generated_note_name_348 | Materials: Two wooden blocks Instruction: | | | | | | | | | |
| ca_fm_q34 (required) | Offer ([child_name] two blocks, one after the other and say, "Take these blocks." ([child_name] should hold the cubes in either hand, without holding them against his/her body for support. Scoring: | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to retain one cube</td> </tr> <tr> <td>1</td> <td>1. The child attempts to retain one cube but it keeps falling</td> </tr> <tr> <td>2</td> <td>2. The child retains the cube in either hand when given</td> </tr> <tr> <td>3</td> <td>3. The child retains one cube when a second one is offered</td> </tr> </table> | 0 | 0. The child is not able to retain one cube | 1 | 1. The child attempts to retain one cube but it keeps falling | 2 | 2. The child retains the cube in either hand when given | 3 | 3. The child retains one cube when a second one is offered |
| 0 | 0. The child is not able to retain one cube | | | | | | | | | |
| 1 | 1. The child attempts to retain one cube but it keeps falling | | | | | | | | | |
| 2 | 2. The child retains the cube in either hand when given | | | | | | | | | |
| 3 | 3. The child retains one cube when a second one is offered | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxv | | | | | | | | | | |
| generated_note_name_354 | 35. Retains multiple objects | | | | | | | | | |
| generated_note_name_355 | Materials: Three wooden blocks Instruction: | | | | | | | | | |
| ca_fm_q35 (required) | After offering ([child_name] 2 blocks, place the third on the mat and say to ([child_name], "Now take this one also." Encourage ([child_name] to pick up the block from the mat, without releasing the others in his/her hands. Scoring: | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to retain multiple objects</td> </tr> <tr> <td>1</td> <td>1. The child attempts, but can only hold one cube</td> </tr> <tr> <td>2</td> <td>2. The child can hold 2 cubes in one hand</td> </tr> <tr> <td>3</td> <td>3. The child retains 2 cubes when a third one is offered</td> </tr> </table> | 0 | 0. The child is not able to retain multiple objects | 1 | 1. The child attempts, but can only hold one cube | 2 | 2. The child can hold 2 cubes in one hand | 3 | 3. The child retains 2 cubes when a third one is offered |
| 0 | 0. The child is not able to retain multiple objects | | | | | | | | | |
| 1 | 1. The child attempts, but can only hold one cube | | | | | | | | | |
| 2 | 2. The child can hold 2 cubes in one hand | | | | | | | | | |
| 3 | 3. The child retains 2 cubes when a third one is offered | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxvi | | | | | | | | | | |
| generated_note_name_361 | 36. Does up button | | | | | | | | | |
| generated_note_name_362 | Materials: Two pieces of cloth, one with a button and the other with a button hole Instruction: | | | | | | | | | |
| ca_fm_q36 (required) | Present the pieces of cloth with the button undone to ([child_name]. Say to ([child_name], "This is a button and this is a hole. Let's do it like this." Demonstrate how to put the button through the buttonhole. Ask ([child_name] to do it with you. If necessary, hold the piece with the button and give ([child_name] the piece with the hole. Help ([child_name] to insert the button through the hole. Encourage ([child_name] to do it alone. Scoring: | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to do up a button</td> </tr> <tr> <td>1</td> <td>1. The child does up button, using trial and error, with adult holding one piece</td> </tr> <tr> <td>2</td> <td>2. The child does up button steadily, smoothly, with adult holding one piece</td> </tr> <tr> <td>3</td> <td>3. The child can do up a button alone</td> </tr> </table> | 0 | 0. The child is not able to do up a button | 1 | 1. The child does up button, using trial and error, with adult holding one piece | 2 | 2. The child does up button steadily, smoothly, with adult holding one piece | 3 | 3. The child can do up a button alone |
| 0 | 0. The child is not able to do up a button | | | | | | | | | |
| 1 | 1. The child does up button, using trial and error, with adult holding one piece | | | | | | | | | |
| 2 | 2. The child does up button steadily, smoothly, with adult holding one piece | | | | | | | | | |
| 3 | 3. The child can do up a button alone | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxvii | | | | | | | | | | |
| generated_note_name_368 | 37. Opens a door that requires pushing (Maternal report) Instruction: | | | | | | | | | |
| ca_fm_q37 (required) | Ask the mother, "What does your child do when s/he wants to go through a closed door?" "Have you observed him/her push open a door without any help?" Scoring: | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to push a door open by him/herself. The child must get help from someone</td> </tr> <tr> <td>1</td> <td>1. The child attempts to push the door but is unsuccessful</td> </tr> <tr> <td>2</td> <td>2. The child is able to push open a door without turning a doorknob or releasing a latch, sometimes</td> </tr> </table> | 0 | 0. The child is not able to push a door open by him/herself. The child must get help from someone | 1 | 1. The child attempts to push the door but is unsuccessful | 2 | 2. The child is able to push open a door without turning a doorknob or releasing a latch, sometimes | | |
| 0 | 0. The child is not able to push a door open by him/herself. The child must get help from someone | | | | | | | | | |
| 1 | 1. The child attempts to push the door but is unsuccessful | | | | | | | | | |
| 2 | 2. The child is able to push open a door without turning a doorknob or releasing a latch, sometimes | | | | | | | | | |

| | | | |
|--|--|---|---|
| | | 3 | 3. The child always successfully pushes open a door without turning a doorknob or releasing a latch |
| access_system > fine_motor_B > fine_motor_B_xxxviii_header | | | |
| generated_note_name_374 | PINCER GRASP | | |
| generated_note_name_375 | For items 38 – 41, use the following materials and procedure: <i>Materials:</i> | | |
| generated_note_name_376 | 12 beads in a container, shoe lace and a small bowl-like container <i>Instruction:</i> | | |
| generated_note_name_378 | Present 12 beads in a wide mouthed container or bowl. Place another container with a 1-inch diameter mouth in front of ([child_name]). Say to ([child_name]), "Let's play with these." Demonstrate picking the bead with your index finger and thumb using a pincer grasp and say to ([child_name]), "Pick up the bead like this and drop it into this container." Drop the bead slowly and purposefully into the opening of the container. Encourage ([child_name]) to pick and drop the beads into the container. Observe ([child_name])'s performance and record for no. 38 and 39. Do not leave ([child_name]) unattended with the beads within their reach. | | |
| access_system > fine_motor_B > fine_motor_B_xxxviii | | | |
| generated_note_name_384 | Tell ([child_name]) "Now let's thread the beads like this." Demonstrate how ([child_name]) should hold the shoelace in the non-dominant hand. Thread one bead after another working quickly. Do not push the beads all the way down the shoelace. Give the shoelace and beads to ([child_name]), placing the lace in ([child_name])'s non-dominant hand and say to ([child_name]) "Now you do it." Observe and record for no. 40. If ([child_name]) is not able to thread 2 beads, do not administer Item 41. | | |
| generated_note_name_386 | Remove the beads from the shoelace and say to ([child_name]) "Put them in as quickly as possible." Start timing and record how many beads ([child_name]) threads in 30 seconds. Administer 3 trials and record for no 41. | | |
| ca_fm_q38 (required) | 38. Picks up beads <i>Scoring:</i> | 0 | 0. The child does not pick up any beads |
| | | 1 | 1. The child attempts to pick up a bead but is unsuccessful |
| | | 2 | 2. The child uses all his/her fingers and thumb to pick up beads |
| | | 3 | 3. The child picks up beads between his/her thumb and forefinger (pincer grasp) |
| access_system > fine_motor_B > fine_motor_B_xxxix | | | |
| ca_fm_q39 (required) | 39. Drops beads into container <i>Scoring:</i> | 0 | 0. The child does not attempt |
| | | 1 | 1. The child attempts to drop beads into container but is unsuccessful |
| | | 2 | 2. The child makes a clumsy and jerky release of beads into the container |
| | | 3 | 3. The child uses a fluid movement to drop several beads into the container |
| access_system > fine_motor_B > fine_motor_B_xxxx | | | |
| ca_fm_q40 (required) | 40. Threads 2 beads onto shoelace <i>Scoring:</i> | 0 | 0. The child does not attempt |
| | | 1 | 1. The child attempts but is unsuccessful |
| | | 2 | 2. The child threads the beads in a clumsy manner and with jerky movements |
| | | 3 | 3. The child uses a fluid movement to thread several beads onto the shoelace |
| access_system > fine_motor_B > fine_motor_B_xxxxi | | | |
| ca_fm_q41 (required) | 41. # of beads in 30 seconds <i>Scoring:</i> | 0 | 0. The child threads 2 beads onto shoelace |
| | | 1 | 1. The child threads between 3 and 4 beads onto shoelace |
| | | 2 | 2. The child threads between 5 and 6 beads onto shoelace |
| | | 3 | 3. The child threads 7 or more beads onto shoelace |
| access_system > fine_motor_B > fine_motor_B_xxxxii_header | | | |
| generated_note_name_403 | For items 42 and 43, use the following materials and procedure: <i>Materials:</i> | | |
| generated_note_name_404 | Writing implement (pen, pencil or crayon) and blank sheet of paper <i>Instruction:</i> | | |
| generated_note_name_406 | Items 42 and 43 test ([child_name])'s recognition of a writing implement (pen, pencil or crayon) and attempt to make a | | |

controlled mark on the paper. Place the pen and paper on the mat and say to ([child_name], "Let's draw." Observe the manner in which ([child_name] picks and holds the pen and record ([child_name]'s performance for item 42.

access_system > fine_motor_B > fine_motor_B_xxxxii

generated_note_name_411

Ask ([child_name] to watch you as you make scribbles on the paper. Then say to ([child_name], "Draw like me" and observe how they scribble. Say to ([child_name], "Watch me," and draw a straight line on the paper, moving from your right to your left. Tell ([child_name] to draw a line like you and encourage ([child_name] to copy the line you have drawn. Ask ([child_name] to watch you again as you draw a circle in a clockwise direction. Then say, "Draw like this." Encourage ([child_name] to copy your circle, observe and record ([child_name]'s performance for item 42.

ca_fm_q42 (required)

42. Holds a pen purposefully
Scoring:

- 0 0. The child bangs the pen against the floor or table or uses it another way that is not similar to drawing/writing
- 1 1. The child holds the pen in a fist or in another way
- 2 2. The child holds the pen in any way but moves it along a surface as though writing or drawing (purposefully)
- 3 3. The child holds a pen between thumb and fingers in the way an adult holds a pen to write

access_system > fine_motor_B > fine_motor_B_xxxxiii

ca_fm_q43 (required)

43. Writes with a pen
Scoring:

- 0 0. The child is not able to make any marks on the paper
- 1 1. The child uses a pen to make any kind of mark on paper (scribbles)
- 2 2. The child can imitate a straight line
- 3 3. The child can imitate a circle

access_system > fine_motor_B > fine_motor_B_xxxxiv

generated_note_name_420

For items 44 and 45, use the following materials and procedure:
Materials:

generated_note_name_421

Three coins
Instruction:

generated_note_name_422

These items test ([child_name]'s ability to pick up coins using the right and left hand. Place 3 coins and the coin box in front of ([child_name] and say to ([child_name], "Let's play with this box and coins." The coins should be placed to the right side of ([child_name]. Demonstrate picking the coins and placing them in the box. Say to ([child_name], "Now you do it." Observe how ([child_name] picks the coins with the right hand. Place the coins on the left side of ([child_name] and use the same procedure as for the right hand. Observe how ([child_name] picks the coins with the left hand.

ca_fm_q44 (required)

44. Picks coin using the right hand
Scoring:

- 0 0. The child is not able to pick coins using the right hand
- 1 1. The child attempts to pick a coin but is unsuccessful
- 2 2. The child picks up a coin using any method
- 3 3. The child picks up a coin between the thumb and finger on the right hand

access_system > fine_motor_B > fine_motor_B_xxxxv

ca_fm_q45 (required)

45. Picks coin using the left hand
Scoring:

- 0 0. The child is not able to pick up coins using the left hand
- 1 1. The child attempts to pick a coin but is unsuccessful
- 2 2. The child picks up a coin using any method
- 3 3. The child picks up a coin between thumb and finger on the left hand

access_system > fine_motor_B > fine_motor_B_xxxxvi

generated_note_name_431

For items 46 and 47, use the materials and procedure described below:

generated_note_name_432

Materials: Six coins and coin box
Instruction:

generated_note_name_434

In this task, ([child_name] is required to drop coins through the slot in the coin box, one at a time using the right and left hand. Place the coin box in front of ([child_name], with the slot positioned horizontally, and 6 coins nearer the right side of ([child_name]. Say to ([child_name], "We shall put the coins in the box like this," while demonstrating (with 3 coins) how to put the coins into the box on the right side (use your left hand for this demonstration as you will be seated opposite ([child_name]). Hold the coin box steady, pick up the coins one after the other and put them into the coin box as quickly as possible using one hand. Replace the coins and encourage ([child_name] to drop the coins into the box using the right hand.

| | | | | | | | | | | |
|--|--|--|---|--|---|--|---|--|---|---|
| generated_note_name_436 | Place the coin box with the slot oriented vertically toward ([child_name]) and repeat the procedure outlined above. If ([child_name]) tries to hold all the coins in his/her hand, take them away and place them in ([child_name])'s hand one by one. | | | | | | | | | |
| generated_note_name_438 | Follow the same procedure as for the right hand for the left hand. | | | | | | | | | |
| ca_fm_q46 | 46. Puts coins in box using the right hand <i>Scoring:</i> | <table border="1"> <tr> <td>0</td> <td>0. The child is not able</td> </tr> <tr> <td>1</td> <td>1. The child can put coin in the box (horizontal slot)</td> </tr> <tr> <td>2</td> <td>2. The child can put coin in box (vertical slot) shakily</td> </tr> <tr> <td>3</td> <td>3. The child can put coin in box (vertical slot) easily</td> </tr> </table> | 0 | 0. The child is not able | 1 | 1. The child can put coin in the box (horizontal slot) | 2 | 2. The child can put coin in box (vertical slot) shakily | 3 | 3. The child can put coin in box (vertical slot) easily |
| 0 | 0. The child is not able | | | | | | | | | |
| 1 | 1. The child can put coin in the box (horizontal slot) | | | | | | | | | |
| 2 | 2. The child can put coin in box (vertical slot) shakily | | | | | | | | | |
| 3 | 3. The child can put coin in box (vertical slot) easily | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxxvii | | | | | | | | | | |
| ca_fm_q47 (required) | 47. Puts coins in box using the left hand <i>Scoring:</i> | <table border="1"> <tr> <td>0</td> <td>0. The child is not able</td> </tr> <tr> <td>1</td> <td>1. The child can put coin in the box (horizontal slot)</td> </tr> <tr> <td>2</td> <td>2. The child can put coin in box (vertical slot) shakily</td> </tr> <tr> <td>3</td> <td>3. The child can put coin in box (vertical slot) easily</td> </tr> </table> | 0 | 0. The child is not able | 1 | 1. The child can put coin in the box (horizontal slot) | 2 | 2. The child can put coin in box (vertical slot) shakily | 3 | 3. The child can put coin in box (vertical slot) easily |
| 0 | 0. The child is not able | | | | | | | | | |
| 1 | 1. The child can put coin in the box (horizontal slot) | | | | | | | | | |
| 2 | 2. The child can put coin in box (vertical slot) shakily | | | | | | | | | |
| 3 | 3. The child can put coin in box (vertical slot) easily | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxxviii | | | | | | | | | | |
| generated_note_name_447 | For items 48 and 49, use the following materials and procedure: | | | | | | | | | |
| generated_note_name_448 | Materials: Six coins and coin box, stop watch <i>Instruction:</i> | | | | | | | | | |
| generated_note_name_450 | Do not administer this item if ([child_name]) cannot pick up and drop the coins into the vertical slot easily. | | | | | | | | | |
| generated_note_name_451 | Place the coin box with the slot oriented vertically toward ([child_name]), and 6 coins parallel to the coin box on the right side. Say to ([child_name]), "Put the coins in the box, one at a time, as fast as you can." Start timing when the first coin lands inside the box. Stop timing when the last coin is in the slot (does not need to fall into the box). Administer 3 trials. If it takes longer than 60 seconds for ([child_name]) to put 6 coins in the rotated box, do not continue to administer the timed trials. | | | | | | | | | |
| generated_note_name_453 | Follow the same procedure for the left hand, with the coins positioned on the left side of ([child_name]). | | | | | | | | | |
| ca_fm_q48 (required) | 48. Puts 6 coins in box (vertical slot) using the right hand, 3 trials <i>Scoring: (Average time taken over 3 trials)</i> | <table border="1"> <tr> <td>0</td> <td>0. The child takes more than 60 seconds</td> </tr> <tr> <td>1</td> <td>1. The child takes between 41-60 seconds</td> </tr> <tr> <td>2</td> <td>2. The child takes between 25-40 seconds</td> </tr> <tr> <td>3</td> <td>3. The child takes less than 25 seconds</td> </tr> </table> | 0 | 0. The child takes more than 60 seconds | 1 | 1. The child takes between 41-60 seconds | 2 | 2. The child takes between 25-40 seconds | 3 | 3. The child takes less than 25 seconds |
| 0 | 0. The child takes more than 60 seconds | | | | | | | | | |
| 1 | 1. The child takes between 41-60 seconds | | | | | | | | | |
| 2 | 2. The child takes between 25-40 seconds | | | | | | | | | |
| 3 | 3. The child takes less than 25 seconds | | | | | | | | | |
| access_system > fine_motor_B > fine_motor_B_xxxxix | | | | | | | | | | |
| ca_fm_q49 (required) | 49. Puts 6 coins in box (vertical slot) using the left hand, 3 trials <i>Scoring: (Average time taken over 3 trials)</i> | <table border="1"> <tr> <td>0</td> <td>0. The child takes more than 60 seconds</td> </tr> <tr> <td>1</td> <td>1. The child takes between 41-60 seconds</td> </tr> <tr> <td>2</td> <td>2. The child takes between 25-40 seconds</td> </tr> <tr> <td>3</td> <td>3. The child takes less than 25 seconds</td> </tr> </table> | 0 | 0. The child takes more than 60 seconds | 1 | 1. The child takes between 41-60 seconds | 2 | 2. The child takes between 25-40 seconds | 3 | 3. The child takes less than 25 seconds |
| 0 | 0. The child takes more than 60 seconds | | | | | | | | | |
| 1 | 1. The child takes between 41-60 seconds | | | | | | | | | |
| 2 | 2. The child takes between 25-40 seconds | | | | | | | | | |
| 3 | 3. The child takes less than 25 seconds | | | | | | | | | |
| access_system > cognition_C | | | | | | | | | | |
| access_system > cognition_C > cognition_C_xxxxx | | | | | | | | | | |
| generated_note_name_468 | C. COGNITION | | | | | | | | | |
| generated_note_name_469 | Introduce this section by saying: "We will play some games of building blocks and matching colours." | | | | | | | | | |
| generated_note_name_471 | 50. Builds tower <i>Materials:</i> | | | | | | | | | |
| generated_note_name_472 | 12 wooden cubes <i>Instruction:</i> | | | | | | | | | |
| ca_fm_q50 (required) | Place 12 cubes in front of ([child_name]) and say to ([child_name]), "Let's build a tower." Demonstrate building a tower by putting one block on top of another. Encourage ([child_name]) to join in. Break down the tower and say to ([child_name]), "Now you make a big tower." Encourage ([child_name]) to continue building the tower. If the blocks fall, encourage ([child_name]) to build again, up to 3 trials. Record the number of blocks in the highest tower that ([child_name]) has built across the 3 trials. <i>Scoring: Children older than 24 months may continue to build towers with the blocks in the next 'containers and cubes' task. For this reason, consider administering these two tasks in reverse order.</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not/is not able to build a tower</td> </tr> <tr> <td>1</td> <td>1. The child builds a tower of up to 4 cubes</td> </tr> <tr> <td>2</td> <td>2. The child builds a tower of 5-8 cubes</td> </tr> <tr> <td>3</td> <td>3. The child builds a tower of 9-12 cubes</td> </tr> </table> | 0 | 0. The child does not/is not able to build a tower | 1 | 1. The child builds a tower of up to 4 cubes | 2 | 2. The child builds a tower of 5-8 cubes | 3 | 3. The child builds a tower of 9-12 cubes |
| 0 | 0. The child does not/is not able to build a tower | | | | | | | | | |
| 1 | 1. The child builds a tower of up to 4 cubes | | | | | | | | | |
| 2 | 2. The child builds a tower of 5-8 cubes | | | | | | | | | |
| 3 | 3. The child builds a tower of 9-12 cubes | | | | | | | | | |
| access_system > cognition_C > cognition_C_xxxxxi | | | | | | | | | | |
| generated_note_name_479 | 51. Removes cubes from container <i>Materials:</i> | | | | | | | | | |
| generated_note_name_480 | Three coloured (red, yellow and blue) cubes and three coloured containers with lids <i>Instruction:</i> | | | | | | | | | |
| generated_note_name_482 | Rattle the yellow container in front of ([child_name]) and then ask, "What's inside?" Demonstrate how to open the lid and remove the cubes. Put back the cubes into the container, cover with the lid, give the container to ([child_name]) and say, "Now you try and take them out." Observe and record ([child_name])'s performance. | | | | | | | | | |

| | | | | | | | | | | |
|--|--|--|---|---|---|---|---|--|---|---|
| | <i>Scoring:</i> | | | | | | | | | |
| generated_note_name_484 | (1) Observe if ([child_name] rattles the container deliberately (i.e. do they hold the container to their ear to hear what is inside. ([child_name] gets the idea that there is something inside the box and intentionally lifts the lid off the container. | | | | | | | | | |
| generated_note_name_485 | (2) Observe if ([child_name] deliberately takes 1 cube out of the container. | | | | | | | | | |
| ca_fm_q51 (required) | If ([child_name] puts the container upside down so that the cubes fall out, it shows they have adopted an easy strategy to get them out. Give a score at the highest level. | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to</td> </tr> <tr> <td>1</td> <td>1. The child rattles the box and lifts the lid off box (not knocking over)</td> </tr> <tr> <td>2</td> <td>2. The child tries and manages to take one cube out of the box</td> </tr> <tr> <td>3</td> <td>3. The child removes both cubes from the container</td> </tr> </table> | 0 | 0. The child is not able to | 1 | 1. The child rattles the box and lifts the lid off box (not knocking over) | 2 | 2. The child tries and manages to take one cube out of the box | 3 | 3. The child removes both cubes from the container |
| 0 | 0. The child is not able to | | | | | | | | | |
| 1 | 1. The child rattles the box and lifts the lid off box (not knocking over) | | | | | | | | | |
| 2 | 2. The child tries and manages to take one cube out of the box | | | | | | | | | |
| 3 | 3. The child removes both cubes from the container | | | | | | | | | |
| access_system > cognition_C > cognition_C_xxxxxii | | | | | | | | | | |
| generated_note_name_490 | 52. Puts cubes into container <i>Instruction:</i> | | | | | | | | | |
| generated_note_name_491 | Present the red and blue containers to ([child_name]. Demonstrate how to remove the cubes from the containers and put them back. <i>Scoring:</i> | | | | | | | | | |
| ca_fm_q52 (required) | To score at the highest level, ([child_name] must perform the entire action of taking 2 cubes out of the container and then putting them back. | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to</td> </tr> <tr> <td>1</td> <td>1. The child puts 1 cube into any container</td> </tr> <tr> <td>2</td> <td>2. The child puts 2 cubes into any container</td> </tr> <tr> <td>3</td> <td>3. The child puts cubes into and out of any container</td> </tr> </table> | 0 | 0. The child is not able to | 1 | 1. The child puts 1 cube into any container | 2 | 2. The child puts 2 cubes into any container | 3 | 3. The child puts cubes into and out of any container |
| 0 | 0. The child is not able to | | | | | | | | | |
| 1 | 1. The child puts 1 cube into any container | | | | | | | | | |
| 2 | 2. The child puts 2 cubes into any container | | | | | | | | | |
| 3 | 3. The child puts cubes into and out of any container | | | | | | | | | |
| access_system > cognition_C > cognition_C_xxxxxiii | | | | | | | | | | |
| generated_note_name_496 | 53. Puts lids back on containers <i>Instruction:</i> | | | | | | | | | |
| generated_note_name_498 | Arrange the red, blue and yellow containers in front of ([child_name]. Demonstrate how to put the cubes into the containers and return the lids. <i>Scoring:</i> | | | | | | | | | |
| generated_note_name_499 | (1) Score at this level if ([child_name] purposefully pushes down the lid forcefully, even if s/he is not successful. | | | | | | | | | |
| generated_note_name_500 | (2) This level does not require total success, only a purposeful attempt to put the 2 cubes and lid back. | | | | | | | | | |
| ca_fm_q53 (required) | (3) Watch ([child_name]'s eyes and the movement of his/her hands. Score at this level if ([child_name]: - deliberately turns the lid or container to fit; - twists the wrist but not with too much force; and, - is successful in putting back the lid properly. | <table border="1"> <tr> <td>0</td> <td>0. The child is not able to put the lid back on</td> </tr> <tr> <td>1</td> <td>1. The child puts lids back, trial and error</td> </tr> <tr> <td>2</td> <td>2. The child puts 2 cubes and lid back</td> </tr> <tr> <td>3</td> <td>3. The child puts the lid back and adjusts lid to container</td> </tr> </table> | 0 | 0. The child is not able to put the lid back on | 1 | 1. The child puts lids back, trial and error | 2 | 2. The child puts 2 cubes and lid back | 3 | 3. The child puts the lid back and adjusts lid to container |
| 0 | 0. The child is not able to put the lid back on | | | | | | | | | |
| 1 | 1. The child puts lids back, trial and error | | | | | | | | | |
| 2 | 2. The child puts 2 cubes and lid back | | | | | | | | | |
| 3 | 3. The child puts the lid back and adjusts lid to container | | | | | | | | | |
| access_system > cognition_C > cognition_C_xxxxxiv | | | | | | | | | | |
| generated_note_name_506 | 54. Matches colours <i>Instruction:</i> | | | | | | | | | |
| ca_fm_q54 (required) | Show ([child_name] which cubes and lids match a particular container while saying, "These ones go into this container." Remove the cubes from the containers and mix them up. Encourage ([child_name] to put the cubes and lids back while saying, "Now you do it alone." Observe and record ([child_name]'s performance. <i>Scoring:</i> | <table border="1"> <tr> <td>0</td> <td>0. The child does not match any colour</td> </tr> <tr> <td>1</td> <td>1. The child puts one box together, matching the colour of the cubes to the container</td> </tr> <tr> <td>2</td> <td>2. The child puts 2 boxes together, matching colours</td> </tr> <tr> <td>3</td> <td>3. The child assembles 3 boxes by colour</td> </tr> </table> | 0 | 0. The child does not match any colour | 1 | 1. The child puts one box together, matching the colour of the cubes to the container | 2 | 2. The child puts 2 boxes together, matching colours | 3 | 3. The child assembles 3 boxes by colour |
| 0 | 0. The child does not match any colour | | | | | | | | | |
| 1 | 1. The child puts one box together, matching the colour of the cubes to the container | | | | | | | | | |
| 2 | 2. The child puts 2 boxes together, matching colours | | | | | | | | | |
| 3 | 3. The child assembles 3 boxes by colour | | | | | | | | | |
| access_system > executive_function_D | | | | | | | | | | |
| access_system > executive_function_D > ca_ef_q57_grp | | | | | | | | | | |
| generated_note_name_516 | Child's mood and behavior during the assessment <i>Observe ([child_name]'s mood and behavior during the assessment. Mark whether you observed the following most of the time, some of the time or never or rarely.</i> | | | | | | | | | |
| ca_ef_q57_grp_label | Behaviour/mood | <table border="1"> <tr> <td>1</td> <td>most of the time</td> </tr> <tr> <td>2</td> <td>some of the time</td> </tr> <tr> <td>3</td> <td>never / rarely</td> </tr> </table> | 1 | most of the time | 2 | some of the time | 3 | never / rarely | | |
| 1 | most of the time | | | | | | | | | |
| 2 | some of the time | | | | | | | | | |
| 3 | never / rarely | | | | | | | | | |
| ca_ef_q57p1 (required) | Crying/inconsolable <i>The crying is prolonged and does not reduce even when ([child_name] is soothed through various means e.g. rocking or massaging</i> | <table border="1"> <tr> <td>1</td> <td>most of the time</td> </tr> <tr> <td>2</td> <td>some of the time</td> </tr> <tr> <td>3</td> <td>never / rarely</td> </tr> </table> | 1 | most of the time | 2 | some of the time | 3 | never / rarely | | |
| 1 | most of the time | | | | | | | | | |
| 2 | some of the time | | | | | | | | | |
| 3 | never / rarely | | | | | | | | | |
| ca_ef_q57p2 (required) | Occasional crying <i>([child_name] cries once or twice for various reasons but keeps quiet after some time</i> | <table border="1"> <tr> <td>1</td> <td>most of the time</td> </tr> <tr> <td>2</td> <td>some of the time</td> </tr> <tr> <td>3</td> <td>never / rarely</td> </tr> </table> | 1 | most of the time | 2 | some of the time | 3 | never / rarely | | |
| 1 | most of the time | | | | | | | | | |
| 2 | some of the time | | | | | | | | | |
| 3 | never / rarely | | | | | | | | | |
| ca_ef_q57p3 (required) | Mood swings <i>([child_name] displays an unexpected change in behavior, for instance, suddenly alternates from positive and happy to sad and unhappy for no apparent reason</i> | <table border="1"> <tr> <td>1</td> <td>most of the time</td> </tr> <tr> <td>2</td> <td>some of the time</td> </tr> <tr> <td>3</td> <td>never / rarely</td> </tr> </table> | 1 | most of the time | 2 | some of the time | 3 | never / rarely | | |
| 1 | most of the time | | | | | | | | | |
| 2 | some of the time | | | | | | | | | |
| 3 | never / rarely | | | | | | | | | |

| | | |
|---|---|---|
| ca_ef_q57p4 (required) | No visible emotions <i>([child_name] rarely smiles or shows any signs of emotion. ([child_name] shows no interest in what is going on around him/her</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p5 (required) | Occasional smiles <i>([child_name] shows a happy expression once in a while during the assessment</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p6 (required) | Smiling/laughing <i>([child_name] has a happy expression and makes sounds that show excitement, happiness or pleasure</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p7 (required) | Avoidant and withdrawn <i>([child_name] is quiet and subdued and reacts negatively to any approaches by the assessor, e.g. by pulling away physically, keeping his/her head down or folding arms in front of him/her. ([child_name] turns away from any interactions and does not seek contact with the assessor</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p8 (required) | Clings to family members <i>([child_name] holds on to the person s/he has come with and if the person tries to pull away, ([child_name] starts to cry to signal their distress</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p9 (required) | Hesitant <i>([child_name] does not immediately engage with the assessor and seems to be unsure of what to do, even after the assessor has attempted to create rapport</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p10 (required) | Difficult to engage in tasks <i>([child_name] is distressed by new persons/environments/games/tasks. S/he pays little attention to the instructions provided and is easily distracted. It takes long to get ([child_name] involved in the tasks and/or s/he leaves tasks incomplete</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p11 (required) | Inappropriate approaches <i>([child_name] does respect boundaries and privacy e.g. may try to get an item out of the assessor's bag or may try to pull off an item of clothing from an adult</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| ca_ef_q57p12 (required) | Friendly <i>([child_name] smiles often, responds to requests without fussing and is quick to engage in tasks.</i> | 1 most of the time |
| | | 2 some of the time |
| | | 3 never / rarely |
| access_system > ca_endings | | |
| generated_note_name_539 | 10.0 COMMENTS, INTERVIEW RATING AND WIND UP | |
| ca_comments | RECORD ANY GENERAL COMMENTS ABOUT THE INTERVIEW/RESPONDENT | |
| ca_q10p2 (required) | 10.2 RESULT OF INTERVIEW (CODE SHEET A7) | 1 Completed |
| | | 2 No competent respondent at home |
| | | 3 Entire household absent for extended period |
| | | 4 Refused; |
| | | 5 Whereabouts unknown (HRB) |
| | | 6 Structure owner/others refused access (HRB) |
| | | 96 Other (specify) |
| ca_q10p2_os (required) | 10.2 Other Result (Specify) | |
| ca_q10p3 (required) | 10.3 RATE THE INTERVIEW | 1 VERY BAD |
| | | 2 BAD |
| | | 3 AVERAGE |
| | | 4 GOOD |
| | | 5 VERY GOOD |
| ca_end_time (required) | END TIME (24 Hrs Format) | |
| store_gps (required) | Collect the GPS coordinates of this house <i>Please do it outside the house for accuracy.</i> | |
| js_hh_tl_consent (required) | Are you the TL? <i>Choose "NO" if you are not the Team Leader</i> | 1 Yes |
| | | 2 No |
| access_system > js_tl_grp | | |
| generated_note_name_552 | TEAM LEADERS SECTION | |
| access_system > js_tl_grp > js_tl_grp_inner | | |
| passcode (required) | TL's Secret Code | |
| access_system > js_tl_grp > js_tl_grp_inner > js_tl_date_time | | |
| tl_date (required) | TL Date | |
| tl_end_time (required) | END TIME | |
| tl_edited (required) | Mark Complete | |
| generated_note_name_565 | 8.0. END OF INTERVIEW | |
| generated_note_name_569 | YOU ARE NOT PERMITTED TO WORK ON SYSTEM TOOLS | |