Global Scales for Early Development v1.0

Adaptation and translation guide
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Adaptation and translation guide
Selected questions and descriptions for the GSED measures have been reproduced or adapted from the following tools/assessments: Ages and Stages Questionnaire, third edition (ASQ-3); Bayley Scales of Infant Development (Bayley); Bayley Scales of Infant Development, second edition (Bayley II); Caregiver-Reported Early Development Instruments (CREDI); Denver Developmental Screening Test (DDST); Denver Developmental Screening Test, second edition (DDST II); Developmental Milestones Checklist (DMC); Developmental Milestones Checklist II (DMC II); Dutch Developmental Instrument (DDI); Griffiths Mental Development Scales (GMDS); Griffiths Mental Development Scales – South African version (GMDS-SA); Kilifi Developmental Inventory (KDI); Malawi Developmental Assessment Tool (MDAT); Preschool Pediatric Symptoms Checklist (PPSC); Saving Brains Early Childhood Development Scale (SBECED); Stanford-Binet Intelligence Scales, fifth edition (SBIS-5); Test de Desarrollo Psicomotor [Psychomotor Development Test] (TEPSI); and Vineland Adaptive Behavior Scales (Vineland) (see Bibliography for details).
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Acknowledgements

Vision and conceptualization
The Global Scales for Early Development (GSED) package v1.0 was developed under the overall guidance of and conceptualization by Tarun Dua and Dévora Kestel of the Department of Mental Health and Substance Use of the World Health Organization (WHO).

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Technical contribution and review
Valuable input was received from WHO staff at headquarters and in regional and country offices, as well as from many international experts and programme implementers. These technical and/or data contributions were central to the development of the GSED package. Those who provided input include (in alphabetical order): Amina Abubakar (AKU, Kenya), Fahad Aftab (Center for Public Health Kinetics, United Republic of Tanzania), Claudia Regina Lindgren Alves (Universidade Federal de Minas Gerais, Brazil), Omar Ali Ali (WHO Country Office, United Republic of Tanzania), Elisa Altafim (Universidade de São Paulo, Brazil), Maria Caridad Araujo (Inter-American Development Bank, USA), Orazio Attanasio (Institute for Fiscal Studies, United Kingdom), Farzana Begum (AKU, Pakistan), Florence Baingana (WHO Regional Office for Africa, Congo), Molly Biel (WHO headquarters, Switzerland), Geoffrey Bisoborwa (WHO Regional Office for Africa, Congo), Andrea Bruni (WHO Regional Office for South-East Asia, India), Betzabe Butron Riveros (WHO Regional Office for the Americas, USA), Claudia Cappa (UNICEF, USA), Andreana Castellanos (Afinidata, Guatemala), Susan M Chang (University of the West Indies, Jamaica), Alexandra Chen (Harvard University, USA), Anne Marie Chomat (McGill...
Information technology programming

We acknowledge UniversalDoctors (Jordi Serrano Pons, Fernando Vaquero, Jeannine Lemaire and Montse Garcia) for conceptualization and initial information technology support to the GSED application creation, and the CPHK (Arup Dutta, Vishi Saxena, Waseem Ali, Poonam Rathore) for further conceptual development and operationalization of the GSED App as well as data management throughout implementation of the project.

Financial support

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The GSED package v1.0 includes open-access measures that provide a standardized method for measuring the development of children up to 36 months of age across diverse cultures and contexts.”
Introduction

This Adaptation and Translation Guide is part of a package of materials for the Global Scales for Early Development (GSED). The GSED are open-access measures that provide a standardized method for measuring the development of children up to 36 months of age across diverse cultures and contexts. They have been created to serve as population-level measures of early childhood development (ECD) for the global community that can be compared across countries. No fees nor royalties are involved when using them, and they were designed and tested to be linguistically and culturally neutral. Adjustments of the measures to local contexts should not be necessary. If some items or parts of them do not seem suitable, assessors should follow the steps indicated in this guide.

The GSED package v1.0 includes the GSED measures1 as well as accompanying materials to facilitate their implementation and use. The GSED measures are meant to collect population-level data on ECD to be used primarily for research and programmatic evaluations. They comprise:

- GSED measures (both as a paper version and app);
- Item Guides;
- User Manuals;
- Scoring Guide; and
- Technical Report summarizing the creation and validation of the GSED measures.

In addition to this guide, the package includes: i) GSED measures (both as a paper version and app); ii) Item Guides; iii) User Manuals; iv) Scoring Guide; and v) Technical Report summarizing the creation and validation of the GSED measures.

The need for adaptation and translation guidelines

To generate high-quality comparable data, the GSED measures should be used in their entirety (no item should be removed or added) without modifications to any item’s wording and sequence or to the response options. Only the specific adaptation options described in this document are acceptable, and all need be approved by WHO before implementation. Currently, the GSED measures and item guides are available in English, Bangla, Dutch, Chinese (Mandarin), French (Ivorian), Hindi, Portuguese (Brazilian and Mozambican), Sindhi, Swahili and Urdu.2

If the GSED are to be administered in a language with the existing translation, the measures may still need further adaptation to the specific context where they will be used. To preserve measurement validity and maintain global comparability of the collected data, adaptation should follow the processes described in this document.

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1 The GSED measures also include (not part of the package v1.0 as they are still being further tested, but can be made available on request):
   - Household Form (HF), caregiver-reported measure, designed to be integrated into large-scale and national-level surveys for monitoring child development; and
   - Psychosocial Form (PF), caregiver-reported measure of children’s psychosocial behaviours.

2 Translations of older versions of the GSED measures are available in Chichewa, Luganda, Xhosa, and Xitsonga. They can be shared upon request and will require minor translation efforts to match current revisions of the forms.
If the GSED need to be administered in a language other than the ones available, best practices for translation should be observed as outlined below, including translation, back-translation and thorough discussion of discrepancies with technical experts in close consultation with local stakeholders. The intent of any translation is to retain the original concept of the items as they relate to ECD with a wording as close as possible to the original English version. WHO can be consulted if further support is required.

It is strongly recommended that the GSED measures are piloted within the target population or context before administering them on a large scale. All adjustments that emerge from the adaptation and piloting processes need to be reflected across all package materials, including those for training.

**Adaptation process**

The GSED measures were designed to be neutral and valid for any country and culture; thus, revisions of the items for the local context should not be necessary. However, minor adaptations may be required for specific items in different cultures. Annex 1 lists items where adaptations may commonly be needed, such as examples illustrating an item that may better suit the local context. Users should contact the WHO team for accessing any available adapted version and/or approval of any proposed adaptations.
Translation process

This section describes the translation process for: a) the GSED measures; b) GSED Item Guides; and c) GSED User Manuals. Additional instructions are available in Section D for languages that are not commonly written (i.e. do not have a standardized orthography that is taught in school). These are referred to as “oral” languages below.

A. Translation of the GSED measures

The GSED measures (SF and LF) will need to be translated into any new language by two independent and qualified translators or firms. These two translations should then be revised by experts in childhood development to agree on a single consensus translation. This agreed-upon consensus translation will then need to be back-translated into English by two different independent translators or firms. These two resulting back-translations will then need to be shared with the WHO team [GSED@who.int], who will initiate an iterative process of revisions with the implementing team before approving the new GSED translation for data collection. (For oral languages please refer to Section D below.) Standardized templates to compile all the steps in this process may be shared on request.

NOTE THAT:

➤ For the translation of the GSED measures, translators are required to have the English GSED Item Guides at hand as a supporting material for accuracy in translation and ensuring the conceptual meaning of each item is retained (see Section B). Conversely, when back-translating the GSED measures from the local language into English, translators should not have access to the GGSED Item Guides nor the original English GSED measures, so that during this process, the faithfulness of the translation can be verified.

➤ The administration of the GSED LF includes the use of a “story book” and thus, its translation (Annex 2) is required together with that of the items. The user is advised to translate it to the relevant language, without needing to follow the iterative process described above for the GSED measures.
B. Translation of the GSED Item Guides

The GSED Item Guides provide detailed descriptions of each item. They are intended to support adaptation (to ensure instructions are relevant for the context) and translation processes, e.g. to clarify the meaning of the items (to ensure the translation of each item reflects the original purpose of the questions); and similarly, to contribute to item clarification during training (to ensure that assessors have clear instructions on how to administer and score items).

B.1 GSED SF Item guide

The GSED SF items are to be administered to the caregiver exactly as they are written on the form, and no further clarification is to be given to the respondent by using information from the GSED SF Item Guide. Translation of the GSED SF Item Guide is recommended but not mandatory.

B.2 GSED LF Item guide

The GSED LF is administered by direct child observation and administration of specific tasks (items). As this assessment is designed to capture what the child can (or cannot) do, the GSED LF Item Guide is an essential component of the GSED package, as it includes detailed administration instructions for each item. As a general rule, it is recommended to complete the full translation process of the GSED LF Item Guide as described in Section A. However, if this process is deemed too burdensome to complete, the extent of translation of the GSED LF Item Guide required will depend on the composition of the implementation team.

a. If the local assessors are ALL FLUENT (read and speak) in one of the languages in which GSED is already translated (see above), only adaptation to the local context might be needed.

b. If the local assessors are ALL FLUENT in one of the existing translation languages, but the children are to be assessed with the GSED LF in a different language, there are two options:
   i. [recommended] do the full translation as per the standard translation procedure (two translations and two back-translations, as described in Section A); or
   ii. [acceptable] follow the standard translation procedure only for the parts that are spoken to the child (detailed in Annex 3).

c. If the local assessors mainly speak a different language than the ones available, or there is a mix of languages (not one of the available GSED translations), the full standard translation procedure (two translations and two back-translations, as described in Section A) is required. Standardized templates to compile all the steps in this process can be shared on request.
C. Translation of the GSED Measures Administration Manuals

The GSED Measures User Manuals guide assessors’ understanding and use of the measures and provide the specifics for administration of each form, including: reviewing the objective of the form, its main characteristics, administration rules, and recommendations on how to handle difficult situations when collecting information. The translation of the GSED SF and GSED LF User Manuals is advised, especially for training purposes. WHO approval of such a translation is not required.

NOTE THAT:

- **Oral languages** In cases where users need to translate the GSED measures into local oral (not written) language(s), they will replicate the translation processes described above, though using phonetics. In particular, the local team will need to identify an existing approved GSED written translated version (e.g. French; does not have to be the English version) to use as the starting document, and share it with two independent translators, who then will translate the GSED measure into the needed oral language phonetically. That is, translations into a written form will be done using phonetics, and then a consensus of the best translation will be agreed by the site. For back-translations and reviews, the next step in the process is as follows: the local ECD expert will audio-record a mock interview (will “read out loud” every item in each form) in each of the oral languages, and this recording will be shared with two other independent translators, who will listen to these recordings (without accessing the original forms in the GSED-approved written language), and then back-translate it into the original written language version (e.g. French).

In the GSED App, used to complete the forms, the orally translated items will appear written phonetically. All assessors need to be fluent in all the languages used for administration of the measures, as well as trained to read the oral language phonetics.

- Once approved by WHO, the final GSED adapted and translated measures should be sent to the WHO team to be stored and shared in an open repository, with proper acknowledgements for the adaptation and translation processes, for other potential users.

- The GSED App is programmed through ODK system and is suited to work in any language. Once a final translated version is approved by the GSED team, implementing teams can add translations as per ODK XLS Form’s adding language instruction. Please see this link for more information.
Bibliography

Ages and Stages Questionnaire, third edition (ASQ-3)

Bayley Scales of Infant Development (Bayley)

Bayley Scales of Infant Development, second edition (Bayley-II)

Caregiver-Reported Early Development Instruments (CREDI)

Denver Developmental Screening Test (DDST)

Denver Developmental Screening Test, second edition (DDST II)

Developmental Milestones Checklist (DMC)

Developmental Milestones Checklist II (DMC II)

Dutch Development Instrument (DDI)

Griffiths Mental Development Scales (GMDS)

Griffiths Mental Development Scales – South African Version (GMDS-SA)

Kilifi Developmental Inventory (KDI)

Malawi Developmental Assessment Tool (MDAT)

Preschool Pediatric Symptoms Checklist (PPSC)

Saving Brains Early Childhood Development Scale (SBEDC)

Stanford-Binet Intelligence Scales, fifth edition (SBIS-5)

Test de Desarrollo Psicomotor (Psychomotor Development Test) (TEPSI)

Vineland Adaptive Behavior Scales (Vineland)
Annex 1. Commonly adapted GSED SF items

<table>
<thead>
<tr>
<th>Item</th>
<th>Adaptation for</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF015</td>
<td>Does your child grasp onto a small object (e.g. your finger, a spoon) when put in his/her hand? your finger, a spoon</td>
</tr>
<tr>
<td>SF021</td>
<td>If you play a game with your child, does he/she respond with interest? For example, if you play peek-a-boo, pat-a-cake, wave bye-bye, etc., does your child smile, widen his/her eyes, kick or move arms or vocalize? peek-a-boo, pat-a-cake, wave bye-bye</td>
</tr>
<tr>
<td>SF040</td>
<td>Can your child pick up a small object (e.g. a small toy or small stone) using just 1 hand? small toy or small stone</td>
</tr>
<tr>
<td>SF049</td>
<td>Does your child make 2 similar sounds together such as “baba”, “mumu”, “pepe”, “didi” (single consonant-vowel combinations)? “baba”, “mumu”, “pepe”, “didi”</td>
</tr>
<tr>
<td>SF054</td>
<td>Can your child pick up and drop a small object (e.g. a small toy or small stone) into a bucket or bowl while sitting? small toy or small stone</td>
</tr>
<tr>
<td>SF056</td>
<td>Can your child pick up a small object (e.g. a piece of food, small toy or small stone) with just his/her thumb and one finger? a piece of food, small toy or small stone</td>
</tr>
<tr>
<td>SF062</td>
<td>Does your child make a gesture to indicate “No” (e.g. shaking head)? shaking head</td>
</tr>
<tr>
<td>SF077</td>
<td>Can your child break off a piece of food and feed it to him-/herself? [Use local examples of food.] [Use local examples of food.]</td>
</tr>
<tr>
<td>SF082</td>
<td>Can your child greet people either by giving his/her hand or saying “Hello”? [Use local examples of greetings.] [Use local examples of greetings.]</td>
</tr>
<tr>
<td>SF087</td>
<td>Can your child identify at least 7 objects? For example, when you ask &quot;Where is the ball/spoon/cup/cloth/door/plate/bucket, etc.&quot;, does your child look at or point to (or even name) the objects? ball/spoon/cup/cloth/door/plate/bucket</td>
</tr>
<tr>
<td>SF102</td>
<td>Does your child help out around the house with simple chores, even if he/she doesn't do them well? [Use local examples of chores.] [Use local examples of chores.]</td>
</tr>
<tr>
<td>SF106</td>
<td>Can your child remove an item of clothing (e.g. take off his/her shirt)? shirt</td>
</tr>
<tr>
<td>SF111</td>
<td>Does your child show respect around elders? [Example can be added.] [Example can be added.]</td>
</tr>
<tr>
<td>Item</td>
<td>Adaptation for</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>A4</td>
<td>Carries object to mouth to explore (2X)</td>
</tr>
<tr>
<td></td>
<td>Object</td>
</tr>
<tr>
<td>A13</td>
<td>Sees a small object (2X)</td>
</tr>
<tr>
<td></td>
<td>Small, safe food item</td>
</tr>
<tr>
<td>A19</td>
<td>Rakes (grasps with 3 or 4 fingers) a small object (2X)</td>
</tr>
<tr>
<td></td>
<td>Small, safe food item</td>
</tr>
<tr>
<td>A27</td>
<td>Picks up small object between thumb and finger (2X)</td>
</tr>
<tr>
<td></td>
<td>Small, safe food item</td>
</tr>
<tr>
<td>B20</td>
<td>Identifies 1 item of clothing</td>
</tr>
<tr>
<td></td>
<td>The clothing item can be substituted according to the local context</td>
</tr>
<tr>
<td>B21</td>
<td>Identifies 3 items of clothing</td>
</tr>
<tr>
<td></td>
<td>The clothing item can be substituted according to the local context</td>
</tr>
<tr>
<td>B26</td>
<td>Says sentences with 2 words together</td>
</tr>
<tr>
<td></td>
<td>Examples can be chosen for the local setting</td>
</tr>
<tr>
<td>B31</td>
<td>Uses multiple-word utterances</td>
</tr>
<tr>
<td></td>
<td>Examples can be chosen for the local setting</td>
</tr>
<tr>
<td>B43</td>
<td>Talks easily about daily events</td>
</tr>
<tr>
<td></td>
<td>Examples can vary by local context</td>
</tr>
<tr>
<td>B48</td>
<td>Understands adjective “faster”</td>
</tr>
<tr>
<td></td>
<td>Can use other local examples, depending on the context</td>
</tr>
<tr>
<td>C14</td>
<td>Pats toy to make noise (2X)</td>
</tr>
<tr>
<td></td>
<td>Use a locally-sourced fun item that makes a noise</td>
</tr>
<tr>
<td>C24</td>
<td>Repeats something when encouraged (2X)</td>
</tr>
<tr>
<td></td>
<td>Peek-a-boo or another hide-and-seek type game</td>
</tr>
<tr>
<td>C37</td>
<td>Builds truck/lorry of blocks (2X)</td>
</tr>
<tr>
<td></td>
<td>“Truck/lorry” or any other local word</td>
</tr>
</tbody>
</table>
### Annex 2. GSED LF story book text

<table>
<thead>
<tr>
<th>Page 1</th>
<th>“My friend and me.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 2</td>
<td>“I wake up with my friend. Each day is new, we have so much to do! What are you going to do today?”</td>
</tr>
<tr>
<td>Page 3</td>
<td>“Every day I play with my friend. We smile, we laugh, we move around. What do you like to play?”</td>
</tr>
<tr>
<td>Page 4</td>
<td>“Every day I eat with my friend. We like to be healthy and strong. What is your favourite food?”</td>
</tr>
</tbody>
</table>
Annex 3. Required translation of GSED LF items

All GSED LF items should be translated as per the standard procedure. If not feasible, at a minimum the below parts of GSED LF items that are spokent to the child, indicated in orange, require translation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Stem</th>
<th>Mandatory minimum for translation (letters in blue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A38</td>
<td>Runs and kicks a ball well (2X)</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE BALL. Child is able to run and kick a ball 1 metre (3 feet) or more. Show child how to run up and kick a ball. Then, place the ball 2 metres (7 feet) in front of child and say, “Now, you do it. Kick the ball like I did”. Score YES if child can run up to the ball and kick it without stopping running, or if the child only pauses briefly to kick the ball. Score NO if child can kick the ball only after he/she stops running and has to re-balance him-/herself before kicking the ball.</td>
</tr>
<tr>
<td>A40</td>
<td>Hops forward on 1 foot 3 steps (2X)</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. Hop forward on 1 foot for 3 steps. Say, “Now, you do it”. Score YES if child makes 3 OR MORE consecutive hops forward with the same leg raised throughout. Score NO if child hops in place less than 3 times or only hops forward once or twice.</td>
</tr>
<tr>
<td>A41</td>
<td>Jumps with both feet together (2X)</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. Jump with both feet together and then say, “Now you do it. Jump like I did”. Score YES if child jumps unsupported with both feet together, with both feet leaving the ground at the same time. Score NO if child can NOT jump with both feet leaving the ground.</td>
</tr>
<tr>
<td>A42</td>
<td>Jumps over a piece of paper (widthways) (2X)</td>
<td>DEMONSTRATE ONCE AND HAVE THE CHILD ATTEMPT TWICE. USE A PIECE OF A4 PAPER (21 x 30 cm). [Could use letter-size paper, 8-1/2 x 11 inches.] Put a piece of paper horizontally (landscape orientation) on the ground. Jump with both feet together over the narrowest part of the paper, landing with both feet together. Then say, “Now you do it”. Score YES if child jumps over paper with both feet coming off the ground together. Score NO if child can only jump up, but not over, the paper, or if the child can NOT jump at all.</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Instructions</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>A43</td>
<td>Walks along line heel-to-toe (2X)</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE LINE DRAWN IN DIRT OR WITH CHALK APPROXIMATELY 2 METRES (7 feet) IN LENGTH. Show child how to walk heel-to-toe with arms out to side, drawing child’s attention to placement of feet on the line. Front toe of 1 foot should be near to heel of other foot on the line. Say, “Now you do it”.</td>
</tr>
<tr>
<td>A44</td>
<td>Throws beanbag onto a cloth (3X)</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT 3 TIMES. USE SMALL BEANBAG AND CLOTH. Use metre- (or yard-) long string to measure distance between cloth and child. Stand with the child 1 metre (3 feet) away from cloth. Demonstrate throwing the beanbag on the cloth. Give the beanbag to the child and say, “Now you do it”.</td>
</tr>
<tr>
<td>A45</td>
<td>Stands on 1 foot ≤ 5 seconds (2X)</td>
<td>DEMONSTRATE ONCE AND HAVE CHILD ATTEMPT TWICE. TIMED. Stand on 1 foot with the other leg bent behind you. Then say, “Now you do it”.</td>
</tr>
<tr>
<td>A46</td>
<td>Walks on tiptoes 6 or more steps (2X)</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. Walk on tiptoes at least 6 steps. After demonstrating, say, “Now you do it”. See if the child can copy you.</td>
</tr>
<tr>
<td>A47</td>
<td>Moves from sitting to standing without using hands</td>
<td>Child is able to move from a sitting to a standing position without using his/her hands. While the child is sitting, ask him/her to come to get a ball or toy from you. While the child is getting up, observe if he/she gets up with or without using the hands. You can say to the child, “See if you can get up without using your hands to push you up”.</td>
</tr>
</tbody>
</table>
### A48 Stands on 1 foot > 5 seconds (2X)

**DEMONSTRATE ONCE AND HAVE CHILD ATTEMPT TWICE. TIMED.** Stand on 1 foot with other leg bent behind you. Then say, “Now, you do it”.

Score YES if child lifts foot by bending his/her knee and maintains a good balance on his/her other foot for 6 SECONDS OR MORE. It doesn’t matter which foot is lifted.

Score NO if child can stand on 1 foot for less than 6 seconds or not at all.

### A49 Throws ball up into the air and catches it (3X)

**CAN DEMONSTRATE ONCE AND HAVE CHILD ATTEMPT 3 TIMES. USE BALL.**

Child can throw the ball up and catch it with both hands together. Say, “Can you throw a ball up in the air and catch it with both hands?”

Score YES if child can throw the ball up in the air and catch it with both hands at least 1 out of 3 attempts.

Score NO if child cannot throw the ball up or does NOT catch it any of the times it is thrown.

### B12 Responds to verbal request (2X)

**CAN ATTEMPT TWICE. USE CUP OR BALL.** Observe if child can perform an act in response to a spoken request from you. (You may need to ask caregiver to suggest something child has learned.) Ask the question to child (without pointing), “Where is the cup?” or “Where is the ball?” or “Where is mummy?”.

Score YES if child looks at the cup, ball or mummy, or if child points to the cup, ball or mummy.

Score NO if child does NOT look or point at any of these objects in response to a request. If you cannot elicit a response, ask caregiver to try, but make sure he/she uses words only and does not point (or look) at the objects.

### B14 Understands when being cautioned (2X)

**CAN ATTEMPT TWICE. USE BALL OR TOY THAT THE CHILD ENJOYS/LIKES.** Either you or caregiver can do this with child. Place an object in front of child. As child reaches for object, either you or caregiver can say, “No, don’t touch that” or “No,…….” Using the name of the child. [Exact wording to be specified by country team]. Do this in a calm but stern voice.

Score YES if child stops or pauses reaching in response.

Score NO if child does NOT stop or pause reaching in response.

### B15 Imitates simple words (2X)

**CAN ATTEMPT TWICE.** In a playful way, you or caregiver should say multiple words to the child, such as “Mama”, “Dada” or “Baby”, or ask the child some questions. You can observe or do this item when doing other items with the child.

Score YES if child makes any recognizable imitation of any word, even if it consists of vowels only. This can be a recognizable combination of sounds or a word. The child may use words such as “yeah”, “boo”, “ooh”.

Score NO if child does NOT make any attempt to imitate your or caregiver’s words.
<p>| B16 | Follows simple commands (1 step) (2X) | CAN ATTEMPT TWICE. USE CUP. Give the CUP to child and let him/her play with it for about 10 seconds. Say, “Show me or give me the cup”. DO NOT GESTURE IN ANY WAY OR HOLD OUT YOUR HAND. Score YES if child completes action. Score NO if child can NOT follow the command. |
| B17 | Points to 2 pictures | USE TABLET. Place tablet on the table, directly in front of child. Swipe screen to first set of pictures. Ask child to identify the pictures by saying, “Show me...”, or “Point to...” or “Put your finger on...” the child/chicken, etc. If child does not attempt to identify 1 of the training item pictures, you may point to 2 pictures and name them for the child. Then administer up to 12 test items, depending on how the child is getting on. Score YES if child correctly identifies 2 or MORE pictures you name. Score NO if child does NOT correctly identify at least 2 pictures you name. |
| B18 | Identifies 2 objects you name (2X) | CAN ATTEMPT TWICE. USE 10 OBJECTS: CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, CLOTH, SHOE, COMB, PLATE, CAR. Lay out the 10 objects in a line in front of child. Say to child, “Show me the cup”, and see if child will point to or touch the cup. Repeat with other objects, continuing until child has identified 2 objects or you have asked about all 10 objects. Score YES if child can point to or touch 2 or more of the objects you name. Score NO if child can NOT identify at least 2 objects. |
| B19 | Identifies 5 objects you name (2X) | CAN ATTEMPT TWICE (with each object). USE 10 OBJECTS: CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, SHOE, CLOTH, COMB, PLATE, CAR. Lay out the 10 objects (all at once) in a line in front of child. Say to child, “Show me the cup”, or “Point to the cup”, and see if child can point to or show you the cup. Repeat with other objects, continuing until child has identified at least 5 objects or you have asked about all 10 objects. Score YES if child can identify at least 5 of the objects you name. Score NO if child can NOT identify at least 5 of the objects. |
| B20 | Identifies 1 item of clothing | Say, “Where’s your/my/caregiver’s ___?”, or “Can you point to your/my/caregiver’s ____?” You may ask about: a) shoes; b) shirt; c) pants; d) scarf; e) skirt. [Can use any of these or another item can be substituted for your local context.] Score YES if child correctly looks at, touches or points to 1 or more items of clothing. Score NO if child does NOT look at, touch or point to any item of clothing. |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>B21</td>
<td>Identifies 3 items of clothing</td>
<td>Say, “Where is your/my/caregiver’s ___?” or “Can you point to your/my/caregiver’s ___?” You may ask about: a) shoes; b) shirt; c) pants; d) scarf; e) skirt. [Can use any of these or another item can be substituted for your local context]. Score YES if child correctly looks at, touches or points to AT LEAST 3 or more pieces of clothing. Score NO if child does NOT look at, touch or point to AT LEAST 3 pieces of clothing.</td>
</tr>
<tr>
<td>B22</td>
<td>Points to 1 or more body parts (2X)</td>
<td>CAN ATTEMPT TWICE. Ask the child, “Where is your nose?” “Where are your eyes?” “Show me your ears?” “Where is your mouth?”. (Ask all four questions.) Score YES if child knows 1 or more body parts. Score NO if child does NOT know any body parts.</td>
</tr>
<tr>
<td>B23</td>
<td>Points at 5 pictures in book</td>
<td>USE TABLET. Show tablet with pictures to child. Swipe screen for first set of pictures. Direct child’s attention to the pictures. Ask child to point to the pictures of the ball and cup. If child does not attempt to identify 1 of the training item pictures, you may point to the pictures while naming them. Then administer the 12 test items. You may ask the child to identify the pictures by saying, “Show me...”, or “Point to...” or “Put your finger on...”. Score YES if child correctly identifies at least 5 pictures you name. Score NO if child canNOT correctly identify at least 5 pictures you name.</td>
</tr>
<tr>
<td>B24</td>
<td>Shows interest in story</td>
<td>USE TABLET WITH STORY IN IT. Say, “Let’s read a story”. Position yourself so that you are sitting beside the child. Begin reading by saying, “Listen...”, then read 3 pages of the story and see if child pays attention/listens to you while you read the story. Score YES if child is interested and listens to most of or the entire story. Signs of interest might include: child moving less or looking at the pictures; listening to you; pointing at pictures; or talking to you about the pictures as you read. Score NO if child does NOT show interest in the story or pictures or is only interested for a short time (less than 30 seconds).</td>
</tr>
<tr>
<td>B25</td>
<td>Follows 2-step commands (2X)</td>
<td>CAN ATTEMPT TWICE. USE SPOON AND BLOCK. Child is able to follow a command where he/she has to understand the command and then do a succession of 2 things. Place the block and spoon on the mat or table. Say, “Get the block, and give it to your caregiver [OR OTHER PERSON]”. Say the instruction all at once rather than in 2 parts. CAN SAY THE INSTRUCTION TWICE BUT NOT WHILE CHILD IS PERFORMING THE ACTIVITY. Do not indicate how to complete the action by pointing, looking or gesturing. Score YES if child completes action. Score NO if child does NOT complete the action or only completes part of it.</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Instructions</td>
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<tr>
<td>B27</td>
<td>Names 4 pictures</td>
<td><strong>USE TABLET WITH 20 PICTURES.</strong> SHOW 4 pictures, 1 screen at a time. Show to child one-by-one and ask, “What is this?”</td>
</tr>
<tr>
<td>B29</td>
<td>Matches pictures</td>
<td><strong>USE TABLET WITH PICTURES TO MATCH.</strong> With the tablet in front of child, point to the cup at the top of the screen and say, “This is a cup”. Brush or swing your hand over the screen. Indicate the pictures at the bottom of the screen to child and say, “Point to another cup down here”. If child does not show you the cup, point to the cup at the bottom of the screen and say, “This is another cup; it looks just like this one. Look, here is another cup”. Swipe to the next screen and continue to use the same instructions but do not give child further help if he/she gives a wrong response. Should child point to more than 1 item on the screen, say, “Which one?”. If child continues to indicate more than 1 item, mark the response as NO.</td>
</tr>
<tr>
<td>B30</td>
<td>Names 5 objects (2X)</td>
<td><strong>CAN ATTEMPT TWICE.</strong> <strong>USE 10 OBJECTS (CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, CLOTH, SHOE, COMB, PLATE, CAR).</strong> Lay out the 10 objects (all at once) in a line in front of child. Say to the child, “What is this?” as you point to each object. Repeat with other objects, continuing until child has named 5 objects or you have asked about all 10 objects.</td>
</tr>
<tr>
<td>B33</td>
<td>Knows actions or functions of 3 or more objects</td>
<td><strong>USE 10 OBJECTS (CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, CLOTH, SHOE, COMB, PLATE, CAR) OR PICTURES.</strong> Ask, “Which one is for drinking?”, “Which one is for eating?”, “Which one is for throwing?”, “Which one is for writing?”, “Which one is for doing your hair?”. DO NOT LOOK AT OR GESTURE TOWARDS THE OBJECTS WHEN ASKING THEIR ACTION/FUNCTION. ASK ALL 5 QUESTIONS. (MAY ASK THE CHILD EACH ONE OF THESE UP TO TWICE BEFORE MOVING ON TO NEXT ITEM.)</td>
</tr>
</tbody>
</table>
### B34 Points to parts of whole objects

**USE TABLET WITH PICTURE OF A CAR WITH A DOOR AND WHEELS, DOG WITH A NOSE AND TAIL.** Open the tablet and put it directly in front of the child. Ask the child to identify the parts of the following objects by saying, “Show me ____, or “Point to ____”: a) door of the car; b) nose of the dog; c) tail of the dog; d) wheels of the car.

Score YES if child correctly identifies (points to, touches) at least 3 of the parts of the objects you name.

Score NO if child only correctly identifies 2 or fewer of the named objects, or if the child identifies the entire picture rather than the named part.

### B35 Says first name (2X)

**CAN ATTEMPT TWICE.**

Ask the child, “What is your name?”. Do NOT administer this item by using the child’s name, e.g. “Is your name John?”.

Score YES if child can say his/her first name. If child’s first name is a nickname or family name that child is used to being called, this will count as the first name.

Score NO if child cannot say his/her first name.

### B36 Names 10 objects (2X)

**CAN ATTEMPT TWICE.**

**USE 10 OBJECTS (CUP, SPOON, BALL, WATER BOTTLE, CRAYON/PENCIL, CLOTH, SHOE, COMB, PLATE, CAR).** Lay out the 10 objects in a line in front of child. Say to child, “What is this?” as you point to the object.

Score YES if child can NAME ALL 10 items.

Score NO if child cannot NAME ALL 10 items.

### B37 Understands “more” (2X)

**CAN ATTEMPT TWICE.**

**USE TABLET WITH PICTURES.** Place the tablet directly in front of the child. Swipe screen to stimulus picture (e.g. a child with 2 bananas and a child with 5 bananas). Say, “Who has more [bananas]?” Swipe to next screen showing children with balls (1 with 1 ball, 1 with 4 balls). Say, “Who has more balls?” Swipe to next screen showing children with bottles of water (1 with 3 bottles, 1 with 6 bottles). Say, “Who has more water?” Swipe to next screen showing children with blocks (1 with 4 blocks, 1 with 1). Say, “Who has more blocks?”.

Score YES if child correctly identifies (points to, touches) 4 pictures.

Score NO if child correctly identifies 0 - 3 pictures.

### B38 Identifies 2 or more colours (2X)

**CAN ATTEMPT TWICE.**

**USE TABLET WITH PICTURE OF 6 COLOURED CUPS [or other objects].** Put tablet directly in front of child. Say, “Look at these cups. Where is ____?”, or “Show me ____”. Repeat for: a) red; b) green; c) yellow; d) blue; e) black; f) white.

Score YES if child correctly shows, touches or points to 2 OR MORE of the 6 colours named.

Score NO if child can only correctly identify, point to or touch 1 or NO colours.
| B39 | Knows use of objects (2X) | CAN ATTEMPT TWICE.  
USE TABLET WITH 5 PICTURES OF OBJECTS. Ask child the following questions, one at a time: “What do you do with a cup?”, “What is a chair used for?”, “What is a pencil used for?”, “What do you do with a book?”, “What do you do with a car?”.  
Score YES if child correctly answers the use of 3 of the 5 items. To answer correctly, action words such as “drink”, “sit” or “write” must be included in the answers.  
Score NO if child uses unconventional words such as “pour” for cup or “climb on” for chair. Answers such as “milk” for cup or “table” for chair are also NOT correct. |
| B40 | Names at least 2 colours (2X) | CAN ATTEMPT TWICE.  
USE TABLET WITH PICTURE OF 6 COLORED CUPS (or other objects): a) red; b) green; c) yellow; d) blue; e) black; f) white. Place tablet directly in front of the child. Gesture to the picture and ask the child to name the colours. If the child does not respond, you can say, “What colour is this?”, or “Tell me the colour of this cup”.  
Score YES if child correctly names 2 OR MORE colours.  
Score NO if child names 1 or NO colours. |
| B41 | Identifies 5 action pictures | USE TABLET WITH 10 ACTION PICTURES. Ask child to identify the actions in the pictures. Elicit the child’s response by saying, “Show me...” or “Point to...”. EXAMPLES: a) crying; b) playing; c) sleeping; d) eating; e) drinking; f) reading; g) washing; h) running. Continue until child has identified 5 actions or you have asked about all 10 action pictures.  
Score YES if child correctly identifies (points to, touches, clearly looks at) 5 of the pictures.  
Score NO if child can NOT correctly identify at least 5 of the pictures. |
| B42 | Identifies at least 2 shapes (2X) | CAN ATTEMPT TWICE. DO NOT TELL THE CHILD THE ANSWERS WHEN ATTEMPTING THIS.  
USE TABLET WITH PICTURE OF 3 SHAPES. Point to each 1 by 1 and then ask (in different order than positioned on the screen) “Show me the circle”, “Show me the triangle”, “Show me the square”.  
Score YES if child can indicate or point to the correct shape for at least 2 out of 3 requests.  
Score NO if child can only indicate 1 or none of the shapes correctly. |
| B43 | Talks easily about daily events | INCIDENTAL OBSERVATION. Does child talk easily about events which happened to him/her? Ask the child, “What’s been happening at home?”, or “How are things...tell me about your house?”. [Example can be varied by setting.]  
Score YES if child is able to talk easily in sentences about events that have happened.  
Score NO if child does not talk easily about events. |
**B44**  Describes picture (2X)

CAN ATTEMPT TWICE.

USE TABLET WITH PICTURE. Show the picture to child and say, “Tell me a story about this picture”. If you need to, and you are not getting much reaction from the child, you could add, “Tell me more about this” or “And how about this - what do you think?”.

Score YES if child uses 2 or more sentences of 4 or more words while describing the pictures.

Score NO if child uses 1 or NO sentences of 4 or more words during testing.

**B45**  Gives logical response to a question (2X)

CAN ATTEMPT TWICE.

Say, “Tell me, what do you do if you are hungry?”. You may prompt child and/or model a response for this PRACTICE item only. Examples: a) “What do you do if you are sleepy?”; b) “What do you do if your hands are dirty?”; c) “What do you do if you are cold?”.

Score YES if child gives logical answers to 2 OR MORE questions (e.g. “Go to bed”, “Go to sleep”, “Take a nap”, “Get my blanket”, ”Wash them”, “Clean up”, “Use some soap”, “Get a jacket”, “You put a jacket on”, “Put pants/socks/long sleeves on”).

Score NO if child gives logical answers to fewer than 2 questions OR gives answers that are not logical (e.g. answers “Wakes up” if asked “What do you do if you are sleepy?”, or answers “Go to bed” when asked “What do you do if your hands are dirty?”.

**B46**  Categorizes things

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

Can prompt once within each category (e.g. after asking, “Tell me some things that you eat”. You can prompt once by saying, “Can you tell me some more foods?”), or after asking “Tell me some animals you know”. Can prompt once by saying “Can you tell me some more animals?”

[If neither of these categories work for the setting, discuss with the GSED team about changing the type of categories.]

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

Score NO if child names fewer than 3 in each category (foods or animals).
### B47 Matches 3 colours (2X)

**DEMONSTRATE AND HAVE CHILD ATTEMPT TWICE.**

**USE TABLET WITH PICTURE OF 6 COLOURED CUPS, AND PROVIDE CUT-OUT SHAPES OF THE SAME 6 COLOURED CUPS:** a) red; b) green; c) yellow; d) blue; e) black; f) white.

Place the picture or the tablet directly in front of the child, and then place the cut-out coloured cup next to you. Demonstrate first with the red cup. Place the red cup in front of the child. Pointing to the red cut-out cup and then to the red cup on the tablet, say, “Red, they are both red”. Move the red cut-out cup towards the child and say, “*Put this red cup here*” (point to the red cup on the tablet). If the child appears to be puzzled about the placement of the red cup, repeat the demonstration and instructions; then allow the child time to respond. Now remove the red cut-out cup and place the green cut-out cup in front of the child. Point to the tablet, and say, “*Where does this go?*” Allow the child time to respond. Regardless of how the child is doing, remove the green cut-out cup and repeat the procedure, using the yellow cut-out cup, then the blue cut-out cup, then the black cut-out cup, and finish with the white cut-out cup.

Score **YES** if child places at least 3 of the coloured cut-out cups near to the ones on the tablet.

Score **NO** if child *cannot* match at least 3 cut-out cups with the ones on the tablet.

### B48 Understands adjective “faster” (2X)

**CAN ATTEMPT TWICE.**

**USE TABLET WITH PICTURE OF CAR NEXT TO BICYCLE.** **ASK** or say, “*Which goes faster, a car or a bicycle?*”.

[**THIS MAY DEPEND ON CONTEXT, so other examples could be,** “*Which goes faster, a snail or a millipede?*” or “*Which goes faster, a tortoise or a goat?*”.]

Score **YES** if child responds correctly, e.g. if child responds “car” [or other example].

Score **NO** if child does **NOT** answer correctly.

### B49 Names actions (5)

**USE TABLET WITH 10 ACTION PICTURES (1 PER SCREEN) THESE COULD INCLUDE A CHILD EATING, A CHILD PLAYING BALL, A PERSON SLEEPING, A PERSON RUNNING, A PERSON COOKING, ETC.** Place tablet directly in front of child. Direct child’s attention to the pictures. Say, “*What’s happening?*”, or “*What’s he (or she) doing?*”. **EXAMPLES:** a) crying; b) playing; c) sleeping; d) eating; e) drinking; f) reading; g) washing; h) running. Ask about all 10 action pictures.

Score **YES** if child correctly names the action in **5 OR MORE** pictures. The child does not need to say the “-ing” ending equivalent.

Score **NO** if child is **NOT** able to say the action in at least 5 of the pictures.
B50 Taps with 2 blocks

USE 9 BLOCKS AND B50 LAMINATED SHEET.

1. SET UP. Position the B50 LAMINATED SHEET in front of child with the numbers 1 through 8 so the green blocks are facing child. Place 2 blocks in the bracketed areas labelled 1 and 2, as shown in green in the picture. Note that the blocks are real objects, and the spaces in which to place them are on the B50 LAMINATED SHEET.

2. SAMPLE TRIAL A (NOT SCORED). Say, “Let’s tap some blocks. Watch me”. With a third block, tap the block corresponding to NUMBER 1 on the B50 LAMINATED SHEET.

After tapping, place the tapping block on child’s side of the B50 LAMINATED SHEET and say, “Now you tap the block just like I did”. If child responds correctly (taps block 1) skip to steps 4 and 5. If child does not respond or responds incorrectly, continue to step 3.

3. SAMPLE TRIAL B (NOT SCORED). Say, “Watch me again”. Tap block NUMBER 1 again. Then hand the tapping block to the child and gently guide his/her hand to tap the block while saying, “Now you tap the same block I tapped”. Regardless of how child performs, say, “Let’s try another one”.

4. TRIAL A. Tap block NUMBER 2. Hand block to child. Say, “Now you tap the same block I tapped”.

5. TRIAL B. Tap block NUMBER 1. Hand block to child. Say, “Now you tap the same block I tapped”.

Score YES if child taps block 2 or block 1 correctly.

Score NO if child does NOT tap a block correctly. GO TO B51.
**B51 Taps with 4 blocks**

**USE 9 BLOCKS AND B51 LAMINATED SHEET.**

1. **SET UP.** Position the B51 LAMINATED SHEET in front of the child with the numbers 1 through 8 so the green blocks are facing the child. Place 4 blocks in the bracketed areas labelled 1 - 4, as shown in green in the picture. Note that the blocks are real objects, and the spaces in which to place them are on the B51 LAMINATED SHEET.

2. **SAMPLE TRIAL A (NOT SCORED).** Say, “I’m going to tap some more blocks. Watch me”. Using the fifth block, tap the blocks corresponding to NUMBERS 1 AND 4 on the B51 LAMINATED SHEET. Tap each block once at the rate of 1 block per second.

When you finish tapping, place the tapping block on the child’s side of the B51 LAMINATED SHEET and say, “Now you tap the blocks just like I did”. If child responds correctly (taps blocks 1 and then 4), skip to steps 4 and 5. If child does not respond or responds incorrectly continue to step 3.

3. **SAMPLE TRIAL B (NOT SCORED).** Say, “Watch me again”. Tap blocks 1 and 4 again. Then hand the tapping block to the child and gently guide his/her hand to tap the blocks while saying, “Now you tap the same blocks I tapped”. Regardless of how child performs, say, “Let’s try another one”.

4. **TRIAL A.** Tap block 4 and then tap block 3. Hand block to child. Say, “Now you tap the same blocks I tapped”.

5. **TRIAL B.** Tap block 2 and then tap block 1. Hand block to child. Say, “Now you tap the same blocks I tapped”.

Score YES if child taps at least 1 sequence of blocks correctly (e.g. 4 - 3 OR 2 - 1 OR BOTH 4 - 3, 2 - 1).

Score NO if child does NOT tap sequence of blocks correctly. GO TO B52.
### B52 Taps with 8 blocks

**USE 9 BLOCKS AND THE B52 LAMINATED SHEET.**

1. **SET UP.** Position the B52 LAMINATED SHEET in front of child with the numbers 1 through 8 so the green blocks are facing child. Place 2 blocks in the bracketed areas labelled 1 - 8, as shown in green in the picture. Note that the blocks are real objects, and the spaces in which to place them are on the B52 LAMINATED SHEET.

2. **SAMPLE TRIAL A (NOT SCORED).** Say, “I’m going to tap some more blocks. Watch me”. Using the ninth green block, tap the blocks corresponding to numbers 5 and 1 on the B52 LAMINATED SHEET. Tap each block once at the rate of 1 block per second. When you finish tapping, place the tapping block on child’s side of the B52 LAMINATED SHEET and say, “Now you tap the blocks just like I did”.

   If child responds correctly, skip to steps 4 and 5. If the child does not respond or responds incorrectly, continue to step 3.

3. **SAMPLE TRIAL B (NOT SCORED).** Say, “Watch me again”. Tap blocks 5 and 1 again. Then hand the tapping block to child and gently guide his/her hand to tap the blocks while saying, “Now you tap the same blocks I tapped”. Then say, “Let’s try another one. Remember to tap the blocks in the same order as I tapped them”.

4. **TRIAL A.** Tap block 4 and then tap block 7. Hand block to child. Say, “Let’s try another one”.

5. **TRIAL B.** Tap block 8 and then tap block 3. Hand block to child. Say, “Let’s try another one”.

Score YES if child taps at least 1 sequence correctly (e.g. 4 - 7 or 8 – 3, or both 4 - 7 and 8 - 3).

Score NO if child does NOT tap any sequence correctly.

### C14 Pats toy to make noise (2X)

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE.**

**USE SMALL SQUEEZE TOY THAT MAKES NOISE (USE A LOCALLY-SOURCED FUN ITEM THAT MAKES A NOISE).** Put the toy in front of child. Hit the toy a few times to produce a sound. (The toy has to be squeezed or patted to make a noise). Encourage the child to do the same. Say, “Squeeze or pat the toy. You can do it”. The child may be so interested in the toy that he/she will not pay attention to you at first.

Score YES if child imitated the hitting (patting) or squeezing motion, whether or not he/she succeeds in making the toy make noise.

Score NO if child does NOT attempt to hit, pat or squeeze the toy to make it make a noise.

### C17 Puts blocks in jar

**CAN DEMONSTRATE TWICE. USE 4 BLOCKS AND JAR. TIMED.** One by one, put 4 blocks into the jar and shake the jar with them in it. Dump the blocks from the jar. Place the jar and blocks directly in front of child and say, “Now you do it. Put the blocks [POINT TO THE BLOCKS] into the jar [POINT TO INSIDE THE JAR]”. Allow 1 minute.

Score YES if child puts 1 OR MORE blocks into the jar.

Score NO if child does NOT put any blocks into the jar.
<table>
<thead>
<tr>
<th>C18</th>
<th>Puts 1 peg in again (2X)</th>
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</thead>
<tbody>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE PEG BOARD and TIMER. Place the pegboard with the pegs in place in front of child. In full view of child, remove the pegs and place them in a pile on the table near the middle of the pegboard side farthest from child. Can demonstrate twice to child by putting some pegs in the holes. Attempt to persuade child to leave the pegs he has placed by saying, “Put them all in”, then let him work with the pegs in his/her own way.</td>
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<tr>
<td>Score YES if child puts 1 peg in repeatedly (2 or more times in the same or different holes); or if he/she places more than 1 peg, so that there are 2 or more in the board at the same time. This needs to happen within 70 seconds.</td>
<td></td>
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<tr>
<td>Score NO if child does NOT put any pegs in the holes, or if he/she only puts 1 peg in 1 hole on 1 occasion.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C25</th>
<th>Dumps blocks out of jar purposefully (2X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 4 BLOCKS AND A JAR. As child watches, put 4 blocks into jar. Show child how to turn the jar over so the blocks fall out of the jar. Say, “Now you do it”.</td>
<td></td>
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<tr>
<td>Score YES if child is able to turn the jar upside down or sideways to get the blocks out, even if only 1 block falls out.</td>
<td></td>
</tr>
<tr>
<td>Score NO if child pulls blocks out of the jar with fingers or hands, or does NOT turn the jar upside down to get blocks out.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C26</th>
<th>Builds tower of 2 blocks (2X)</th>
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<tbody>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 5 BLOCKS. Stack 2 blocks, saying, “Look at my tower”, and then knock the blocks down. Can demonstrate twice but leave the blocks from your tower down afterwards. Place 3 or more of the blocks in front of child and say, “Now you make a tower”.</td>
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<tr>
<td>Score YES if child makes a tower with 2 OR MORE blocks (e.g. 4 or 6).</td>
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</tr>
<tr>
<td>Score NO if child can NOT make a tower that stays up with 2 or more blocks.</td>
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</tbody>
</table>

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<tr>
<th>C27</th>
<th>Puts pegs in board ≤ 2 minutes (2X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN DEMONSTRATE AND HAVE CHILD ATTEMPT TWICE. USE PEGBOARD AND TIMER. Take all the pegs out of the pegboard. Show child how to put 1 or 2 pegs into the board, explaining what you are doing. Ask child, “Do you understand how to put the pegs in the board?”. If child does not seem to understand, demonstrate again. Remove all pegs and then ask child to put them back in the board as quickly as possible, “Now you put all the pegs in the board as fast as you can”.</td>
<td></td>
</tr>
<tr>
<td>Score YES if child places all 8 pegs in board in 2 minutes or less.</td>
<td></td>
</tr>
<tr>
<td>Score NO if child can NOT place all 8 pegs in the board in 2 minutes or less.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C28</th>
<th>Builds tower of 3 blocks (2X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 6 BLOCKS. Stack 3 blocks on a flat surface, saying, “Look at my tower”, and then knock the blocks down. Can demonstrate twice, but leave the blocks from your tower down afterwards. Place 5 or more of the blocks in front of child and say, “Now you make a tower”.</td>
<td></td>
</tr>
<tr>
<td>Score YES if child makes a tower with 3 OR MORE blocks. (Blocks must stay up for at least 3 seconds.)</td>
<td></td>
</tr>
<tr>
<td>Score NO if child can NOT make a tower with 3 or more blocks that stays up.</td>
<td></td>
</tr>
</tbody>
</table>

GSED v1.0  Adaptation and translation guide
**C29**  **Finds object under 2 alternating cups (3X)**

**CAN ATTEMPT 3 TIMES.**

**USE OBJECT THAT CHILD IS INTERESTED IN (BALL OR CAR OR OTHER OBJECT).**

Place 2 cups on the table, out of child’s reach. Show him/her the object and say, “Look, this is a [ball]. I am going to hide it. [Be sure child observes.] I am going to put it under this cup”. Hide object under cup on your right. Wait 3 seconds and move the cups to within child’s easy reach, about 2 cm (0.8 inches) apart, and say, “Can you find the.....? [Pause.] Where is the....?” Repeat for a second and third trial, changing placement of the object under the cup each time (under the cup on the left, and then the cup on the right).

Score YES if child finds the object under the cup on all 3 attempts.

Score NO if child does NOT find the object under the right cup or if he/she only manages to find it once or twice.

**C32**  **Uses objects in play with someone (2X)**

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CUP, WATER BOTTLE, SPOON, PLATE, CLOTH.**

Put a cup, water bottle, spoon, plate and cloth in front of child. Leave the cup upside down, then turn it the right way up and pretend to pour some water from the bottle into the cup. Say, “Ooh, I will pour some water into the cup, we could have a drink together”. Take the cup and have a sip, and pass it to child. Then put the spoon in the cup, and pretend to stir it, and pass it to the child offering the spoon. See if the child tries to stir the water and pass the spoon or cup to you or the caregiver to drink or eat from. The same thing could be done with a plate; use your hands and pretend to eat something that is on the plate, then pass it to the child, and see if child then eats some and pretends to pass you or the caregiver some. Say, “See if mummy [or name of caregiver] wants some food”. If child does not respond, pick up the cloth and pretend to wash face with it, pass it to child, and say, “Maybe mummy [or caregiver’s name] needs a wash”.

Score YES if child begins to play with an object with you or caregiver and not just on his/her own, e.g. offers you or caregiver the cup with something to drink in it, or pretends to use the spoon to stir the liquid in the cup.

Score NO if child does NOT spontaneously play with the object in a pretend way WITH you or caregiver.

**C33**  **Scribbles on paper (circular scribble)**

**USE CRAYON/CHALK AND PAPER.** Put a piece of paper in front of child and put the crayon/chalk in child’s hand. Say, “Go ahead and draw a picture”. Do not mention the shape necessarily, just see what child does. If child does not respond, demonstrate a circular or spiral scribble.

Score YES if child scribbles in a circular way, not just back-and-forth.

Score NO if child scribbles only back-and-forth or just makes a mark or does NOT scribble at all.
C34  Builds tower of 6 blocks (2X)

CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 12 BLOCKS. Stack 6 to 8 blocks in front of child on a flat surface, saying, “Look at my tower”. Then knock the blocks down. Can demonstrate twice but leave the blocks from your tower down afterwards. Place 8 or more of the blocks in front of child and say, “Now you make a tower”. Blocks must stay stacked for at least 3 seconds.

Score YES if child makes a tower with 6 OR MORE blocks.

Score NO if child can NOT make a tower with 6 or more blocks that stays up.

C35  Understands the concept of “1” (2X)

CAN ATTEMPT TWICE. USE 4 BLOCKS. Place 4 blocks in front of child. Say to child, “Put just 1 block here” as you point to a spot in front of you on the floor or table. Do not put out your hand. If child places 1 block, wait 3 seconds. This item aims to understand if the child grasps the concept of “1” in comparison to “MANY”.

Score YES if child puts ONLY 1 block where you specify.

Score NO if child puts more than 1 or all of the blocks where you pointed, OR if he/she gives you none.

C36  Inserts 3 shapes in rotated board in 2 minutes (2X)

CAN ATTEMPT TWICE. USE 3-SHAPE BOARD AND TIMER. Place the 3-shape board in front of child with all 3 inserts already in place. Take the 3 shapes out of the board. Now, leaving the board on the table surface, move the board round so that the square hole is at child’s right. Then say, “Now you put them back”. As you gesture from the shapes to the board, do not point directly at any hole. Do not permit child to return the board to its original position. Can have up to 2 minutes to complete this.

Score YES if child correctly places all 3 pieces while the board is in the rotated position.

Score NO if child does NOT correctly place all 3 pieces in the board.

C37  Builds truck/lorry of blocks (2X)

CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 10 BLOCKS. As you put 4 blocks in a line with each 1 touching the other, say, “See how I make a truck/lorry [or other local word]. Here and here and here and here”. Stack a fifth block on top of the first block and say, “Here is the cab [or other local word]. Let’s make it go”. Gently push the truck/lorry forward with your finger and say, “Vroom, vroom”. Put the other 5 blocks in front of child and say, “Now you make a truck/lorry like mine”.

Score YES if child lines up 4 OR MORE blocks in a row with all adjacent blocks touching. The fifth block does not have to be stacked on top.

Score NO if child only pushes blocks around on the table OR child only lines up 3 or FEWER blocks, OR if blocks in the line are more than 0.6 cm (1/4 inch) apart.
| C38 | Unscrews and screws lid of jar (2X) | CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE JAR AND LID. Hold the jar in 1 hand, and the lid in the other. Directly in front of child, slowly screw the lid on the jar. Then unscrew the lid, explaining what you are doing. Say, “See how I screw the lid on, and unscrew the lid to take it off?”. Be precise in showing screwing motion. Put the jar and lid in front of child and say, “Now you do it. Put the lid on and take it off, just as I showed you”. Give the child up to 2 minutes for this task. 

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

Score NO if child can NOT screw the lid on or if the child just tries to push it on, or can only screw it on but can NOT screw it off. |
| C39 | Engages in representational play | USE BLOCKS, CLOTH AND PLATE. Place objects in front of child. A first scenario could be to say, “Look, let’s make some food”. You could name the pretend food as something culturally appropriate, e.g. rice, noodles, cereal, fruit, and you could pretend to cut a block on the plate with your hand. Watch for the child to start playing. If the child does not, you can try modelling play for the child again and say, “Ooh I am hungry, I need to make some food”, and give him/her the block on the plate. 

A second scenario could be to pretend to use the block as a phone, and say “Oh, who is that on the phone?, Shall we see?, Do we need to call them back?”. 

A third scenario could be for you to pretend the block is a car and drive it around on the cloth. Say, “Look, the car wants to have a race”. See whether child will do something similar, moving the block around like a car. 

Score YES if child uses the block as food, or as a phone or as a car. 

Score NO if child does NOT use the block in a symbolic way, pretending it is something else. |
| C41 | Copies 2-part activity (3X) | CAN ATTEMPT 3 TIMES. USE BLOCK AND SPOON. Put the block [or other small item] on the flat part of the spoon handle farthest from the spoon bowl (round part of the spoon). Using your hand, strike the bowl to fling the object into the air. Say to child, “You do it”. 

Score YES if child is able to copy the 2 steps to fling the object into the air. 

Score NO if child can NOT copy the 2 steps. |
| C42 | Puts pegs in board in ≤ 30 seconds (2X) | CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE PEGBOARD AND TIMER. Take all the pegs out of the pegboard. Show the child how to put 1 or 2 pegs into the board, explaining what you are doing. Ask the child, “Do you understand how to put the pegs in the board?”. If child does not seem to understand, demonstrate again. Remove all pegs and then ask child to put them back in as quickly as possible, “Now you put all the pegs in the board as fast as you can”. 

Score YES if child places all 8 pegs in board in 30 seconds or less. 

Score a NO if child can NOT place all 8 pegs in the board in 30 seconds or less. |
<table>
<thead>
<tr>
<th><strong>C43</strong></th>
<th><strong>C44</strong></th>
<th><strong>C45</strong></th>
<th><strong>C46</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draws horizontal line (2X)</strong></td>
<td><strong>Understands &quot;more&quot; (2X)</strong></td>
<td><strong>Imitates building bridge (2X)</strong></td>
<td><strong>Picks longest stick 3 of 3 (3X to 5X)</strong></td>
</tr>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 2 CRAYONS and PAPER. Put the paper in front of child. Take 1 crayon and draw a straight horizontal line from left to right. Place the other crayon in front of child and say, “Now, you do it!”. Allow child time to reproduce the stroke. As needed, you may hold the paper in place with your hands. Score YES if child’s horizontal stroke is within approximately 30 degrees of your horizontal line. Score NO if child does NOT make a horizontal line within 30 degrees of yours, OR does nothing or only a circular scribble.</td>
<td>CAN ATTEMPT TWICE. USE BLOCKS. Place (do not stack) 3 blocks in 1 pile and 6 blocks in another pile, 5 cm (2 inches) apart. Point to the pile of 3 blocks and then point to the pile of 6 blocks. Say, “Show me which [pile] has MORE blocks?”, and ask child to point to it. Change the blocks around and ask the question again. Do this 3 times. If child does the first 3 correctly, stop and score YES. If the child fails once, you can continue up to 5 times to see if the child points to the correct pile 4 out of 5 times. Score YES if child chooses the correct pile of blocks the first 3 times OR 4 out of 5 times. Score NO if child does NOT choose the correct pile of blocks on any of the first 3 times.</td>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 6 BLOCKS. Put 3 blocks in front of you. Say, “I’m making a bridge” as you put 2 blocks next to each other, with a small space between them, and stack another block on top over the space. Use a pencil to show how a car could pass under the bridge. Leave your model in place, and put the other 3 blocks directly in front of child. Say, “Now you make a bridge”. Note that child may use blocks from your bridge if he/she chooses to do so. Let child work until child indicates to you that his/her bridge is finished. Score YES if child makes a bridge with 3 blocks with a gap in the middle. The top block must rest on both of the bottom blocks, but need not be centred between them. The gap between the bottom blocks should be clearly visible, but need not be large. Score NO if child’s construction has no gap between the bottom blocks; or the top block of the construction does NOT span both bottom blocks; or if child uses more than 3 blocks.</td>
<td>USE 2 STICKS OF DIFFERENT LENGTHS OR 2 PENS OR CRAYONS OF DIFFERENT SIZES. Put down 2 sticks of different lengths and say to child, “Show me which one is longer”. DO NOT indicate whether the child was correct on any item. Praise child for attention, effort, etc., not for correct response. Administer this item 2 more times, switching the location of the longer stick each time. If child fails at least 1 of the first 3 times, try twice more. Score YES if child picks the longer stick all 3 times, OR 4 out of 5 times. Score NO if child does NOT pick the longer stick 3 out of 3 times, or 4 out of 5 times.</td>
</tr>
</tbody>
</table>
**C47** Copies a circle

**CAN DEMONSTRATE TWICE. USE CRAYON/CHALK AND PAPER.** Put crayon or chalk and paper in front of child. Demonstrate to the child drawing a circle. Without naming it or moving your finger or crayon/chalk to show how to draw it, say, “Draw one like the picture”.

Score YES if child draws any form approximating a circle that is closed or very nearly closed.

Score NO if child draws lines that do NOT look like a circle, OR draws continuous spirals.

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**C48** Builds wall of blocks (2X)

**CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE 8 BLOCKS.** Put 4 blocks in front of you. Say, “Look at my wall” as you stack the blocks 2 across the bottom and 2 on top. Leave your model in place and push the other 4 blocks directly in front of child. Say, “Now you make a wall”. Note that child may use blocks from your wall if he/she chooses to do so. Let child work until he/she indicates to you that the wall is finished.

Score YES if child makes a wall with 2 x 2 blocks next to each other. Allow slight gaps between blocks (approximately 1/2 cm [1/4 inch]) and slight misalignments (approximately 1/2 cm [1/4 inch]).

Score NO if child makes a wall with gaps of more than 1/2 cm (1/4 inch) or if the child cannot put 2 blocks on top of each other and put them close together as in the picture.

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**C49** Understands concept of size (2X)

**CAN ATTEMPT TWICE. USE CUPS OF THE SAME COLOUR BUT DIFFERENT SIZES, e.g. 2 GREEN CUPS, 1 BIG AND 1 SMALL, AND 2 RED CUPS, 1 BIG AND 1 SMALL.** Arrange the cups in front of child starting at his/her left, big green, little green, big red, little red. Say, “Give me the 2 little cups”. Give child time to give you the 2 little cups (1 green and 1 red). If the child hesitates, you may encourage him/her. Then return the little cups to the row in front of the child before asking, “Give me the 2 big cups”. Give child time to indicate the big cups.

Score YES if child correctly identifies both little cups and both big cups.

Score NO if child cannot correctly identify both little and big cups.

---

**C50** Understands prepositions (2X)

**CAN ATTEMPT TWICE. USE CUP AND BLOCK.** Place the cup upside down in front of the child. Give child the block. Say, “Put the block under the cup, Put it on the cup, Put it in front of the cup, Put it behind the cup”. Put the block back in a neutral position each time, and wait after each statement to allow child to perform the action.

Score YES if child correctly follows 3 instructions.

Score NO if child cannot follow any of the instructions, or can only follow 1 or 2 of the instructions.
<table>
<thead>
<tr>
<th><strong>C51</strong></th>
<th>Copies a cross or plus sign (2X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CRAYON/CHALK AND PAPER. Draw a vertical line MOVING TOWARD CHILD, while saying, “See, I make 1 line here”, and then as you draw the horizontal line to form the cross say, “And see, I make 1 line there”. Put crayon/chalk in front of child and say, “Make a “PLUS or CROSS” sign just like mine”.</td>
<td></td>
</tr>
<tr>
<td>Score YES if child draws anything where the 2 lines intersect near the middle.</td>
<td></td>
</tr>
<tr>
<td>Score NO if child draws 2 lines, but they do NOT intersect anywhere near the middle.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C52</strong></th>
<th>Counts 3 or more objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE 5 BLOCKS. Line up 5 blocks in a row. Ask child, “Can you tell me how many are here? Count them for me”. Listen to child count and then say, “So how many were there?”. Child MUST be able to correctly count objects, and not simply assign numbers incorrectly to objects, or not just do it by rote.</td>
<td></td>
</tr>
<tr>
<td>Score YES if child can correctly count 3 or more objects AND tell you how many there are.</td>
<td></td>
</tr>
<tr>
<td>Score NO if child can only count 1 or 2 or no objects, or if child does not count the objects in a sequence, e.g. child counts “1, 4, 5”, and even when you ask, child says there are “3”.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C53</strong></th>
<th>Copies a square (2X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAN DEMONSTRATE TWICE AND HAVE CHILD ATTEMPT TWICE. USE CRAYON/CHALK AND PAPER. Draw a square, describing what you are doing. Say, “See how I draw 4 lines to make a square?”. Ask child to make a square just like yours. Say, “Now can you draw a square like mine?”.</td>
<td></td>
</tr>
<tr>
<td>Score YES if child’s drawing has 4 sides and is a similar shape to a square, but it does not need to be perfect.</td>
<td></td>
</tr>
<tr>
<td>Score NO if child cannot copy a square.</td>
<td></td>
</tr>
</tbody>
</table>
FOR MORE INFORMATION PLEASE CONTACT:

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