

The Kinship Study

Section 8: Child Well Being

Now, I would like to ask you some questions about [focalchild]

Sasa ningependa kukuuliza maswali kuhusu [focalchild].

No.	Questions and filters	Coding categories/ Space for open-ended responses
Q800	Enter Respondent ID: Nambari ya kutambulisha mhojiwa:	
Q800_N	What is the name of your child? Jina la mtoto ni lipi?	
Q800_Y	What is [focalchild]'s date of birth?	Year: DK=2098
Q880_M	Tarehe ya kuzaliwa ya [jina la mtoto] ni ipi?	Month: DK=1
Q800_D		Day: DK=1
Q801	Is [focalchild] male or female? Je, [focalchild] ni mvulana au msichana?	Male 0 Female 1
Q802	Where was [focalchild] born? [focalchild] alizaliwa wapi? NOTE TO INTERVIEWER: VERIFY THAT PLACE OF SERVICE IS ACTUALLY LOCATED WITHIN KOROGOCHO OR VIWANDANI; IF IT IS LOCATED JUST OUTSIDE THE BOUNDARY, IT SHOULD BE CODED AS "OTHER NAIROBI".	Korogocho.....1 Viwandani.....2 Other Nairobi.....3 ASK Q802.1 Other.....4 ASK Q802.2 Don't Know.....98
Q802.1	Jina la sehemu: Name of area:	
Q802.2	Specify Other NOTE: THIS CAN BE COUNTY NAME, TOWN, CITY OR FOREIGN COUNTRY Please include a name that can be easily identified on a map	
Q803	How many antenatal visits did you have during your pregnancy? Ulihudhuria kliniki za uja uzito mara ngapi ulipokuwa mja mzito?	0.....0 SKIP TO Q805 1.....1 2.....2 3+.....3 Don't Know.....98 SKIP TO Q805
Q804	At what point in the pregnancy was the first visit?	First trimester.....1

	Ulihudhuria lini kliniki kwa mara ya kwanza ulipokuwa mja mzito?	Second trimester.....2 Third trimester.....3 Don't Know.....98
Q804.1	What is the name of the facility where you received most of your antenatal care? Je, jina la kituo cha afya ambako ulipokea huduma za ujauzito kwa mara nyingi ni lipi?	NAME OF FACILITY Don't Know.....98
Q804.2	Where is this facility located? Je, hiki kituo kinapatikana wapi? NOTE TO INTERVIEWER: VERIFY THAT PLACE OF SERVICE IS ACTUALLY LOCATED WITHIN KOROGOCHO OR VIWANDANI; IF IT IS LOCATED JUST OUTSIDE THE BOUNDARY, IT SHOULD BE CODED AS "OTHER NAIROBI".	Korogocho.....1 Viwandani.....2 Other Nairobi.....3 ASK Q804.2.1 Other.....4 ASK Q804.2.2
Q804.2.1	Jina la sehemu: Name of area:	
Q804.2.2	Specify Other NOTE: THIS CAN BE COUNTY NAME, TOWN, CITY OR FOREIGN COUNTRY Please include a name that can be easily identified on a map	
Q805	Which of the people you mentioned earlier helped you during pregnancy? Je, kati ya watu uliowataja hapo awali ni wapi waliokusaidia ulipokuwa mjamzito? NOTE TO INTERVIEWER: PROBE IF NECESSARY. SELECT ALL THAT APPLY YOU CAN'T CHOOSE BOTH "NONE OR DON'T KNOW" AND A VALID RESPONSE	Biological father of the child.....1 Your Mother.....3 Your Father.....4 Biological father's mother.....5 Biological father's father.....6 Your Sister.....9 Your Brother.....10 Biological father's sister.....11 Biological father's brother.....12 Other relative.....20 Friend.....21 Neighbor.....22 None.....25 Don't Know.....98
Q806	What type of support did they provide? Je, ni usaidizi wa aina gani walikupa?	Provide advice1 Provide medicine2 Provide transport to get to care3

	<p>SELECT ALL THAT APPLY</p> <p>YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE</p>	<p>Provide assistance with housework4</p> <p>Provide child care for other children.....5</p> <p>Personal care and support (e.g. massage, accompanying to clinic).....6</p> <p>Provide basic needs (food, clothing, shelter).....7</p> <p>Financial assistance.....8</p> <p>Other9 ASK Q806.1</p> <p>Don't Know.....98</p>
Q806.1	<p>Specify other:</p> <p>Fafanua nyingine:</p>	
Q807	<p>Where did the delivery take place?</p> <p>Je,kujifungua kulifanyika wapi?</p>	<p>Your home.....1 SKIP Q807.2</p> <p>Another home2</p> <p>Traditional birth attendant house.....3</p> <p>Hospital or clinic.....4</p> <p>En route to hospital.....5</p> <p>Other.....6 ASK Q807.1</p> <p>Don't Know.....98</p>
Q807.1	<p>Specify other:</p> <p>Fafanua nyingine:</p>	
Q807.2	<p>Where is this place located?</p> <p>Je,mahali huko ni wapi?</p> <p>NOTE TO INTERVIEWER: VERIFY THAT PLACE OF SERVICE IS ACTUALLY LOCATED WITHIN KOROGOCHO OR VIWANDANI; IF IT IS LOCATED JUST OUTSIDE THE BOUNDARY, IT SHOULD BE CODED AS "OTHER NAIROBI".</p>	<p>Korogocho.....1</p> <p>Viwandani.....2</p> <p>Other Nairobi.....3 ASK Q807.2.1</p> <p>Other.....4 ASK Q807.2.2</p> <p>Don't Know.....98</p>
Q807.2.1	<p>Jina la sehemu:</p> <p>Name of area:</p>	
Q807.2.2	<p>Specify Other</p> <p>NOTE: THIS CAN BE COUNTY NAME, TOWN, CITY OR FOREIGN COUNTRY</p> <p>Please include a name that can be easily identified on a map</p>	

Q808	Do you use any paid child care for [focalchild]? Je, huwa unatumia huduma zozote za kulipia za utunzi wa watoto kwa [focalchild]?	Yes1 No 0 SKIP TO Q815 Don't Know 98
Q809	How regularly does [focalchild] have paid child care? Ni kwa uzoefu upi (focalchild) hupata utunzi wa watoto wa kulipia?	Always (6-7 days per week).....1 Mostly (4-5 days per week).....2 Sometimes (2-3 days per week).....3 Rarely (1 day a week).....4 As needed.....5 Don't Know 98
Q810	What type of paid childcare? Ni huduma gani za utunzi wa kulipia wa Watoto?	Commercial day care/creche1 Home-based care (e.g., neighbor, relative).....2 Other3 ASK Q810.1 Don't Know98
Q810.1	Specify other: Fafanua nyingine:	
Q811	Where is this childcare? Utunzi huu wa Watoto huwa wapi? NOTE TO INTERVIEWER: VERIFY THAT PLACE OF SERVICE IS ACTUALLY LOCATED WITHIN KOROGOCHO OR VIWANDANI; IF IT IS LOCATED JUST OUTSIDE THE BOUNDARY, IT SHOULD BE CODED AS "OTHER NAIROBI".	Korogocho.....1 ASK Q811A Viwandani.....2 ASK Q811B Other Nairobi.....3 ASK Q811.1 Other4 ASK Q811.2 Don't Know.....98
Q811A	Name of village Jina la Kijiji	Grogan A1 Grogan B2 Gitathuru C.....3 Nyayo/Kisumu ndogo4 Korogocho A5 Korogocho B6 Highridge7 Don't Know.....98
Q811B	Name of village	Paradise1 Sinai2

	Jina la Kijiji:	Jamaica3 Lunga Lunga.....4 Industrial area5 Donholm6 Kingstone7 Don't Know.....98
Q811.1	Jina la sehemu: Name of area:	
Q811.2	Specify Other NOTE: THIS CAN BE COUNTY NAME, TOWN, CITY OR FOREIGN COUNTRY Please include a name that can be easily identified on a map	

Health Status

Q815	Does [Focalchild] have a health/vaccination card with the birthdate recorded? Je,(focalchild)ana kadi ya afya?chanjo iliyo na tarehe ya kuzaliwa?	Yes1 Yes, no birthdate2 No3 SKIP TO 816.3
Q815.1	Would it be possible for me to take a picture of [focalchild]'s vaccination card? Utaniruhusu nichukue picha ya kadi ya chanjo ya [focalchild]? NOTE: Do not take pictures of anything except the actual vaccination card. Just mark "No" in those cases.	Yes1 No2 SKIP TO Q816.3
Q815.2	Take a picture of the health/vaccination card:	
Q816.1	Record date of most recent vaccine NOTE TO INTERVIEWER: SKIP THE QUESTION	
Q816.2	Record type of most recent vaccine NOTE: IF ILLEGIBLE, WRITE ILLEGIBLE	
Q816.3	When was the last time you took your child to get vaccinated? Ni tarehe gani ulipeleka mtoto wako apate chanjo?	

	NOTE TO INTERVIEWER: SKIP THIS QUESTION IF SHE DOES NOT KNOW	
Q816.4	What type of vaccine did the child receive? Ni aina gani ya chanjo ambayo mtoto wako alipewa? NOTE TO INTERVIEWER:: WRITE DON'T KNOW if SHE DOES NOT KNOW	
Q817	How much did [focalchild] weigh at birth? Je, [focal child] alikuwa na uzani gani alipoziliwa? VALID WEIGHT RANGE IS 1.5 TO 30 KG. IF WEIGHT IS NOT ASSESSABLE, ENTER 98.	___ kg VALID RANGE IS 1.5 TO 30. DON'T KNOW = 98.
Q818	How would you rate the current overall health of [focalchild]? Kijumla unaweza kadiria vipi afya ya (focalchild) kwa sasa?	Very poor.....1 Poor.....2 Fair.....3 Good.....4 Very good.....5 Don't Know98
Q819	Has [focalchild] had diarrhea in the last 2 weeks? Je, (focalchild) ameendesha kwa muda wa wiki mbili zilizopita?	Yes 1 No 2 Don't Know 98
Q820	Has [focalchild] had a fever in the last 2 weeks? Je, (focalchild) amekuwa na joto jingi mwilini kwa muda wa wiki mbili zilizopita?	Yes 1 No 2 Don't Know 98
Q821	Has [focalchild] had a cough in the last 2 weeks? Je,(focalchild)amekuwa akikohoa kwa muda wa wiki mbili zilizopita?	Yes 1 No 2 Don't Know 98
Q822	Has [focalchild] experienced breathing difficulty in the last 2 weeks? Je,(focalchild)amekuwa na ugumu wa kupumua kwa muda wa wiki mbili zilizopita?	Yes 1 No 2 Don't Know 98
Q823	Have you sought help from anyone to address any illness episodes? Who helped you address any illness episodes?	No 1 SKIP TO Q825 Doctor 2 ASK Q824 Traditional healer 3 ASK Q824

	<p>Je umetafuta usaidizi kutoka kwa yeyote ili kushughulikia magonjwa yoyote? Ni nani aliyekusaidia kushughulikia magonjwa hayo</p> <p>IF RESPONDENT SOUGHT HELP FROM MORE THAN ONE SOURCE, CHOOSE THE MOST USED SOURCE.</p>	Pharmacist/chemist 4 ASK Q824 Spiritual leaders..... 5 ASK Q824 Home remedy6 Other.....7 ASK Q823.1 Don't Know 98
Q823.1	Specify Other	
Q824	<p>If so, where is this person located?</p> <p>Kama ndio,mtu huyu anapatikana wapi?</p> <p>NOTE TO INTERVIEWER: VERIFY THAT PLACE OF SERVICE IS ACTUALLY LOCATED WITHIN KOROGOCHO OR VIWANDANI; IF IT IS LOCATED JUST OUTSIDE THE BOUNDARY, IT SHOULD BE CODED AS "OTHER NAIROBI".</p> <p>ONLY ASK IF Q824 IS "2" OR "3" OR "4".</p>	Korogocho.....1 Viwandani.....2 Other Nairobi.....3 ASK Q824.1 Other4 ASK Q824.2 Don't Know.....98
Q824.1	Jina la sehemu: Name of area:	
Q824.2	Specify Other NOTE: THIS CAN BE COUNTY NAME, TOWN, CITY OR FOREIGN COUNTRY Please include a name that can be easily identified on a map	
Q825	<p>Which of the people you mentioned earlier helped you in addressing any of these illnesses?</p> <p>Kati ya watu uliowataja hapo awali, ni yupi aliyekusaidia kuyashughulikia magonjwa haya?</p> <p>ONLY ASK IF ANY OF Q819-Q822 ARE "YES" OR "DON'T KNOW"</p> <p>YOU CAN'T CHOOSE BOTH "NONE OR DON'T KNOW" AND A VALID RESPONSE</p>	Biological father of the child.....1 Your current partner.....2 Your mother.....3 Your father.....4 Biological father's mother.....5 Biological father's father.....6 Your partner's mother.....7 Your partner's father.....8 Your sister.....9 Your brother.....10 Biological father's sister.....11 Biological father's brother.....12 Your partner's sister.....13 Your partner's brother.....14 Your other biological children....15 Other relative.....20

		Friend.....21 Neighbor.....22 None.....25 Don't Know.....98
Q826	What type of support did they provide? Ni usaidizi wa aina gani waliokupa? ONLY ASK IF ANY OF Q819-Q822 ARE "YES" OR "DON'T KNOW" SELECT ALL THAT APPLY YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE	Provide advice1 Provide medicine2 Provide money to get medicine3 Provide transport to get to doctor4 Take care of sick child5 Provide child care for other children6 Other7 ASK Q826.1 Don't Know.....98
Q826.1	Specify other: Fafanua nyingine:	

Breastfeeding/NUTRITION

Q830	Has [focalchild] ever been breastfed? Je,(focalchild)amewahi nyonyeshwa?	YES.....1 NO.....2 SKIP TO Q836
Q831	Is [focalchild] currently breastfeeding? Je,(focalchild)angali ananyonya?	YES.....1 NO.....2 SKIP TO Q833
Q832	Was [focalchild] breastfed yesterday during the day or at night? Je,(focalchild)alinyonyeshwa jana mchana au usiku?	YES.....1 SKIP TO Q834 NO.....2
Q833	At what age did you stop breastfeeding [focalchild]? Je,uliacha kumnyonyesha(focalchild)akiwa na umri gani?	AGE IN MONTHS: ___ VALID RANGE IS 1 TO 30. DON'T KNOW = 98.
Q834	Who, if anyone, supported you with breastfeeding? Iwapo kuna yeyote,ni nani aliyekupa usaidizi wa kunyonyesha? SELECT ALL THAT APPLY (Note to Interviewer: Probe if necessary) Note: explaining what we mean by support: Provide expressed breast milk to child, Provide	Biological father of child1 Your current partner.....2 Your mother.....3 Your father.....4 Biological father's mother.....5 Biological father's father.....6 Your partner's mother.....7 Your partner's father.....8

	advice, Provide encouragement, Provide child care for other children, Other YOU CAN'T CHOOSE BOTH "NONE OR DON'T KNOW" AND A VALID RESPONSE	Your sister.....9 Your brother.....10 Biological father's sister.....11 Biological father's brother.....12 Your partner's sister.....13 Your partner's brother.....14 Other relative.....20 Friend.....21 Neighbor.....22 None.....25 Don't Know.....98
Q835	What type of support did [kstmber] provide? Ni usaidizi wa aina gani [kstmber] alikupa? YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE	Feeding child with expressed milk from mother..1 Provide advice2 Provide encouragement.....3 Provide child care for other children ...4 Providing food5 Other6 ASK Q835.1 Don't Know.....98
Q835.1	Specify other: Nyingine fafanua:	

LIQUIDS, SEMI-SOLID AND SOLID FOODS

Q836	Has [focalchild] ever been introduced to LIQUIDS (INCL WATER) JE, (FOCALCHILD) AMEANZISHWA KUPEWA VINYWAJI(PIA MAJI)	YES 1 NO..... 2 SKIP TO Q843 DK 98 SKIP TO Q843
Q837	At what age in months was [focalchild] first introduced to liquids? Je,(focalchild)alianzishwa kupewa vinywaji akiwa na umri wa miezi mingapi? VALID RANGE IS LESS THAN OR EQUAL TO 24 MONTHS.	AGE: ___ VALID RANGE IS LESS THEN OR EQUAL TO 24. DON'T KNOW = 98.

Q838. Next, I would like to ask you about some liquids that [focalchild] may have had yesterday (last 24 hours) during the day or at night. Did [focalchild] have any of the following items: (SELECT ALL THAT APPLY)

YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE

Sasa ningependa kukuuliza kuhusu vinywaji ambavyo [focalchild] anaweza kuwa amekunywa (masaa 24 yaliyopita) mchana au usiku. Je [focalchild] alipata vitu vifuatavyo?

Q838.1	Plain water	
Q838.2	Infant formula such as [insert local examples]	

Q838.3	Milk such as tinned, powdered, or fresh animal milk	
Q838.4	Juice or juice drinks	
Q838.5	Clear broth/soup	
Q838.6	Yoghurt	
Q838.7	Thin porridge	
Q838.8	Any other liquids such as [list other water-based liquids available in the local setting	
Q838.98	Don't Know	
Q843	Has [focalchild] ever been introduced to SEMI-SOLID OR SOLID FOOD? Je,(focalchild)ameanzishwa kula chakula kigumu kiasi?	YES 1 NO..... 2 SKIP TO Q849 DK 98 SKIP TO Q849
Q843.1	At what age in months was (NAME) name first introduced to semi-solid/solid foods? Ni katika umri wa miezi mingapi (focalchild)alianzishwa kula chakula kigumu kiasi?	VALID RANGE IS LESS THAN OR EQUAL TO 24 MONTHS. DK = 98
Q843_2	Did (NAME) eat any solid, semi-solid, or soft foods in the past 24 hours? Je,kwa muda wa saa 24 zilizopita,(focalchild)amekula chakula kigumu kiasi?	YES 1 SKIP TO Q844 NO..... 2 ASK Q843.3 DK 98 SKIP TO Q846
Q843_3	WHY DID (NAME) NOT EAT ANYTHING IN THE LAST 24 HOURS? JE,NI KWANINI(FOCALCHILD)HAKULA CHOCHOTE KWA MUDA WA SAA 24 ZILIZOPITA?	SICK1 SKIP TO Q846 NOT HUNGRY2 SKIP TO Q846 NO FOOD AVAILABLE 3 SKIP TO Q846 DK98 SKIP TO Q846

Q844. Please tell me everything they ate in the past 24 hours. (CHECK ALL THAT APPLY)

YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE

Tafadhali nieleze chochote(focalchild)alichokula kwa muda wa saa 24 zilizopita. (CHECK ALL THAT APPLY)

NOTE TO INTERVIEWER: Respondent will respond in terms of specific dishes such as "porridge" - you will need to probe to find out what is in the porridge and check all those items.

Q844.1	Porridge, bread, rice, noodles, ugali, maandazi, chapati, githeri or other foods made from grains
Q844.2	Pumpkin, carrots, butternut, or sweet potatoes that are yellow or orange inside (VIT A)
Q844.3	White sweet potatoes, Irish potato, white yams, manioc, cassava, bananas or any other foods made from roots tubers
Q844.4	Any dark green leafy vegetables

Q844.5	Ripe mangoes, ripe papayas, guava (VIT A)
Q844.6	Any other fruits or vegetables
Q844.7	Liver, kidney, heart, or other organ meats
Q844.8	Any meat, such as beef, pork, lamb, goat, chicken, or duck (flesh meats)
Q844.9	Eggs
Q844.10	Fresh or dried fish, shellfish, or seafood
Q844.11	Any foods made from beans, peas, lentils, nuts, or seeds (legumes)
Q844.12	Cheese, yoghurt, or other milk products
Q844.13	Any oil, fats, or butter, or foods made with any of these
Q844.14	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, biscuits or packaged snacks
Q844.15	Condiments for flavour, such as chilies, spices, herbs, or fish powder
Q844.16	Insects
Q844.17	Other
Q844.98	Don't Know

(NOTE TO INTERVIEWER: IF NOTHING HAS BEEN CHECKED, PROBE TO CONFIRM)

Q845	<p>How many times did (NAME) eat solid, semi-solid, or soft foods yesterday during the day or at night?</p> <p>Je,ni kwa mara ngapi(focalchild)alikula chakula kigumu,chakula kigumu kiasi au chakula laini jana wakati wa mchana au usiku?</p>	<p>Times: ____ VALID RANGE IS 1 TO 5.</p> <p>DK = 98</p>
Q846	<p>Who if anyone helps you feed [focal child]?</p> <p>Kama kunaye yeyote,ni nani anayekusaidia kumlisha(focalchild)?</p> <p>(SELECT ALL THAT APPLY)</p> <p>YOU CAN'T CHOOSE BOTH "NONE OR DON'T KNOW" AND A VALID RESPONSE</p>	<p>Biological father of the child.....1</p> <p>Your current partner.....2</p> <p>Your mother.....3</p> <p>Your father.....4</p> <p>Biological father's mother.....5</p> <p>Biological father's father.....6</p> <p>Your partner's mother.....7</p> <p>Your partner's father.....8</p> <p>Your sister.....9</p> <p>Your brother.....10</p> <p>Biological father's sister.....11</p> <p>Biological father's brother.....12</p> <p>Your partner's sister.....13</p> <p>Your partner's brother.....14</p>

		Your other biological children....15 Other relative.....20 Friend.....21 Neighbor.....22 None.....25 Don't Know.....98
Q847	What type of help did [RELATIONSHIP] provide? Ni usaidizi wa aina gani[Relationship]aliokupa? SELECT ALL THAT APPLY YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE	Provide advice on which foods.....1 Provide advice on how to feed.....2 Provide advice on how to prepare the food.....3 Provide help to prepare the food.....4 Provide money to buy food.....5 Provide transport to access foods at particular stores.....6 Feeds the child.....7 Other.....8 Don't Know.....98
Q847.1	Specify other: Nyingine fafanua:	

Q849. Now I will read you some statements about interactions with your child.

Sasa nitakusomea taarifa zinazohusu mahusiano na mtoto wako

Q849.1	Sometimes children behave badly. What do you do when your child does something wrong/makes you angry? If she says anything about beating or hitting, then ask her how many time she has beaten the child in the past week? Kuna wakati mwingine mtoto hufanya mambo mabaya. Huwa unafanya nini mtoto akifanya makosa au akikusarisha? Akisema ndio kwa kumchapa/kumgonga, uliza ni mara ngapi amemchapa mtoto katika wiki iliyopita? [Focalchild] has <i>NOT BEEN HIT OR BEATEN</i> more than once the previous week.	Twice or more.....0 Once.....1 Not beaten.....2 Not applicable.....99 (mother will say "child is too young")
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	(Focalchild)hajapigwa zaidi ya mara moja kwa muda wa wiki moja iliyopita.	
Q849.2	<p>Do you/any adult take the child to a kiosk/shop? How many times per week?</p> <p>Je wewe au mtu mwingine mzima huwa mnampeleka mtoto kwenye kibanda/duka?Mara ngapi kwa wiki?</p> <p>[Focalchild] is taken to a kiosk/shop at least once a week.</p> <p>(Focalchild)amepelekwa kibandani au kwenye duka angalau mara moja kwa wiki</p>	<p>No.....0</p> <p>Sometimes.....1</p> <p>All the time.....2</p> <p>Not applicable.....99 (mother will say “child is too young”)</p>
Q849.3	<p>How often do you take the child to the clinic for health check up and development monitoring?</p> <p>Ni mara ngapi huwa unampeleka mtoto kliniki ili kukaguliwa kiafya na jinsi ambavyo anakua?</p> <p>Often [focalchild] is taken to clinic for health check up and development.</p> <p>Kwa kawaida(focalchild)hupelekwa kliniki ili kukaguliwa kiafya na anavyokua.</p> <p>NOTE:The regularity is dependent on the age of the child.</p>	<p>Not taken at all.....0</p> <p>Sometimes taken.....1</p> <p>Regularly.....2</p> <p>Not applicable.....99 (mother will say “child is too old”)</p>
Q849.4	<p>Do you talk to [focalchild] when carrying out household activities? How often do you do this in a week?</p> <p>Huwa unazungumza na [focalchild] wakati ambapo unafanya shugli za kinyumbani? Ni mara ngapi huwa unafanya hivi kwa wiki?</p> <p>Parent talks to [focalchild] when carrying out household activities.</p> <p>Wazazi huzungumza na(focalchild)wakati wanafanya shughuli za nyumbani</p>	<p>Never.....0</p> <p>Sometimes.....1</p> <p>All the time.....2</p> <p>Not applicable.....99 (mother will say “child is too young”)</p>
Q849.5	<p>Do you or other children structure play sessions for [focalchild] for the day? How often do you do this in a week?</p> <p>Je wewe au watoto wengine huunda michezo ya siku ya [focalchild]? Huwa unafanya hivi mara ngapi kwa wiki?</p>	<p>Never/No one.....0</p> <p>Parent structures.....1</p> <p>Other children structures.....2</p> <p>Not Applicable99 (mother will say “child is too young”)</p>

	<p>Parent or other children structure play sessions for [focalchild] for the day.</p> <p>Wazazi au Watoto wengine huunda michezo ya siku ya(focalchild)</p>	
Q849.6	<p>Do you or other children keep [focalchild] in visual range and look at her often when you/they are at home together?</p> <p>Je wewe au watoto wengine huhakikisha kuwa [focalchild] yuko mahali ambapo anaonekana na humuangalia mara kwa mara wakati mko/wako nyumbani pamoja?</p> <p>Parent or other children keep [focalchild] in visual range and looks at her often when they are at home together.</p> <p>Wazazi au Watoto wengine huhakikisha kuwa(focalchild)yuko mahali wanapomuona na humuangalia mara kwa mara wakati wako nyumbani Pamoja.</p>	<p>No one.....0</p> <p>Other children.....1</p> <p>Parent.....2</p> <p>Not Applicable99 (mother will say “child is too young”)</p>
Q849.7	<p>Do you eat food with the [focal child]? If yes, who else is present at meal time? Do you include the child in any conversations during the meal?</p> <p>Huwa mnakula chakula pamoja na [focal child]? Kama ndio, nani mwingine huwa wakati wa kula?Huwa mnamjumuisha mtoto kwenye mazungumzo wakati wa kula?</p> <p>[Focalchild] eats food with both parents at least once a day.</p> <p>(focalchild)hula chakula Pamoja na wazazi wote walili angalau mara moja kwa siku.</p>	<p>Never included in conversation.....0</p> <p>Child included with only mother.....1</p> <p>Child included with both parents.....2</p> <p>(Note: if father is not present, could be another male adult)</p> <p>Not applicable.....99 (mother will say “child is too young”)</p>

<p>Q855</p>	<p>Who else has interacted with [focalchild] over the past 3 days?</p> <p>Ni nani mwingine ambaye amejihusisha na (focalchild)kwa muda wa siku tatu zilizopita?</p> <p>(in relation to respondent)</p> <p>SELECT ALL THAT APPLY</p> <p>YOU CAN'T CHOOSE BOTH "NONE OR DON'T KNOW" AND A VALID RESPONSE</p>	<p>Biological father of the child.....1</p> <p>Your current partner.....2</p> <p>Your mother.....3</p> <p>Your father.....4</p> <p>Biological father's mother.....5</p> <p>Biological father's father.....6</p> <p>Your partner's mother.....7</p> <p>Your partner's father.....8</p> <p>Your sister.....9</p> <p>Your brother.....10</p> <p>Biological father's sister.....11</p> <p>Biological father's brother.....12</p> <p>Your partner's sister.....13</p> <p>Your partner's brother.....14</p> <p>Your other biological children.... 15</p> <p>Other relative..... 20</p> <p>Friend.....21</p> <p>Neighbor.....22</p> <p>Other.....23 GO TO Q855.1</p> <p>None.....25</p> <p>Don't Know.....98</p>
<p>Q855.1</p>	<p>Specify Other</p>	
<p>Q856</p>	<p>How have they interacted?</p> <p>Je,walihusiana kwa njia gani?</p> <p>SELECT ALL THAT APPLY</p> <p>YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE</p>	<p>Played with child1</p> <p>Talked/sing to child in person2</p> <p>Ate with child.....3</p> <p>Held/comforted child4</p> <p>Talked or sang to child over phone5</p> <p>Reading/Telling stories.....6</p> <p>Other7 ASK Q856.1</p> <p>Don't Know.....98</p>
<p>Q856.1</p>	<p>Specify other:</p> <p>Fafanua nyingine:</p>	

Introduction:: We will now conduct a series of activities with your child.

Sasa tutafanya shughuli kadhaa na mtoto wako.

Q857_1	Sits without support (observe)	<input type="radio"/> ¹ Yes Q857_2 <input type="radio"/> ² No skip to Q857_4
Q857_2	Is the child able to stand without support? (observe)	<input type="radio"/> ¹ Yes Q857_3 <input type="radio"/> ² No skip to Q857_8
Q857_3	Is the child walking, even without support?(observe)	<input type="radio"/> ¹ Yes skip to Q857_17 <input type="radio"/> ² No skip to Q857_13

Observe carefully whether the child prefers to use the right hand over the left hand, or the right foot over the left foot.

Introduce this section to the child by saying:

ENG:“Let us play some games showing me how strong you are.”

SWA:“Tucheze michezo tuone vipi una nguvu.”

Q857_4	<p>Upper body control.</p> <p>Head control (observation).</p> <p>If you observe the child 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).</p>	<input type="radio"/> ⁰ The child is unable to lift his/her head up. The parent must continually support the child’s head. SKIP TO Q857_40 <input type="radio"/> ¹ The child is able to hold to lift his/her head erect on his/her own for at least 5 seconds. <input type="radio"/> ² The child is able to hold his/her head erect for more than 5 seconds. The parent supports the child’s head at any point during the interview. The child is not able to turn his/her head to the right and to the left. <input type="radio"/> 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 to the left or to the right. <input type="radio"/> ⁹⁸ Refusal
Q857_5	<p>Lifts upper body.</p> <p>For children who are not able to sit, place the child on his/her stomach on a flat surface saying:</p> <p>ENG:“Let’s lie down like this.” SWA:“Tulale chini kama hivi.”</p> <p>Shake a rattle in front of the child to encourage him/her to lift the front part of the body. Observe and score appropriately.</p>	<input type="radio"/> ⁰ The child is not able to lift his/her upper body. <input type="radio"/> ¹ The child only lifts his/her upper body briefly. <input type="radio"/> ² The child attempts to push up his/her chest while lying on his/her stomach. <input type="radio"/> ³ The child pushes up with his/her arms and holds his/her chest off the ground. <input type="radio"/> ⁹⁸ refusal
Q857_6	<p>Rolls.</p> <p>Place the child on his/her stomach with his/her face turned away from the parent or assessor.</p>	<input type="radio"/> ⁰ The child is not able to roll. <input type="radio"/> ¹ The child rolls from stomach to side. <input type="radio"/> ² The child rolls from stomach to back. <input type="radio"/> ³ The child rolls from side to side. <input type="radio"/> ⁹⁸ refusal

	<p>Observe and record child's behavior.</p> <p>Softly call out the child's name or use a rattle to encourage the child to turn to face you.</p>	
Q857_7	<p>Sitting.</p> <p>Sits with support.</p> <p>Watch the child sitting on the floor, or on the parent's lap. If the child allows you, place the child on your lap and feel the child's strength in the shoulders, neck and lower back.</p>	<p>⁰ The child falls over or flops forward if left unsupported.</p> <p>¹ The child sits at an angle (leaning on parent) when supported in his/her parent's lap.</p> <p>² The child sits on his/her own with minimal support, e.g. leaning on something, or propped up with pillows, and does not fall over.</p> <p>³ The child maintains balance by leaning forward on one or both arms outstretched in a tripod position without falling over.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
IF Q857_1=2 THEN GO TO DOM		
Q857_8	<p>Sits without support.</p> <p>Ask the parent:</p> <p>ENG: "Can the child sit on his/her own? Can s/he sit without falling over, or does s/he need support?"</p> <p>SWA: "Mtoto wako anaweza kukaa mwenyewe bila kuangukak? Ama huwa anataka kushikiliwa?"</p> <p>If you have not yet observed this behavior during the assessment period.</p>	<p>⁰ The child is not able to sit without support. SKIP TO Q857_40</p> <p>¹ The child can sit briefly without arm support but falls over to the side or backwards after a short while.</p> <p>² The child is able to sit alone for up to 30 seconds at a time before toppling over.</p> <p>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.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_9	<p>Can reach out and return to sitting position.</p> <p>Place a toy in front of the child an arm's length away. Tell the child:</p> <p>ENG: "Take the toy"</p> <p>SWA: "Chukua kidude cha kuchezea"</p> <p>The child 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, the child must pick the toy with one hand. Child can retrieve a toy that is beyond his reach, turn around on his tummy or crawl to reach it.</p>	<p>⁰ The child is not able.</p> <p>¹ The child attempts but is unsuccessful.</p> <p>² The child can reach out with two hands but is not stable.</p> <p>³ The child can steadily reach out and return to a sitting position and uses only one hand.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_10	<p>Moving.</p> <p>Crawls.</p>	<p>⁰ The child is not able to move along the floor.</p> <p>¹ The child attempts to crawl but is unsuccessful.</p>

	<p>Establish from the parent what happens when his/her child wants something that is far from him/her. Ask the parent:</p> <p>ENG: "How does your child move around?"</p> <p>SWA: "Mtoto wako huwa anazunguka vipi?"</p>	<p>² The child moves but his/her mid-section is on the ground.</p> <p>³ The child is able to make 3 continuous movements in any direction either on his/her hands and knees or on his/her hands and bottom (with stomach off the ground).</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_11	<p>Can move from lying to sitting.</p> <p>Say to the child:</p> <p>ENG: "Come and lie down."</p> <p>SWA: "Njoo ulale chini."</p> <p>Demonstrate to the child how to lie on the back and then move from lying to sitting without using hands.</p> <p>ENG: "Can you copy me?"</p> <p>SWA: "Unaweza niigiza ninavyofanya?"</p>	<p>⁰ The child is not able.</p> <p>¹ The child needs to be pulled up by the hands to move from lying to sitting; uses much effort or extra support.</p> <p>² The child uses some effort/extra support or his/her hands for balance to move from lying to sitting.</p> <p>³ The child moves easily from lying to sitting and does not rely on hands for balance.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_12	<p>Static balance.</p> <p>Stands with support.</p> <p>For children younger than 12 months and who are not able to stand on their own, hold the child standing taking all the weight under the child's arms. Gradually release until the child is holding his/her own weight.</p>	<p>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.</p> <p>¹ The child pushes down with feet on the floor when held.</p> <p>² The child supports his/her whole weight on legs when held.</p> <p>³ The child stands while holding on to furniture or object for 10 seconds or more.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_13	<p>Stands without support.</p> <p>For children older than 12 months, observe the child 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 parent:</p> <p>ENG: "When you leave the child standing, how long does it take before they sit or fall down?"</p> <p>SWA: "Ukimuacha mtoto ikiwa amesimama, anaweza kusimama kwa muda gani kabla haja keti chini au kuanguka?"</p>	<p>⁰ The child is not able. SKIP TO Q857_40</p> <p>¹ The child stands alone for about 10 seconds.</p> <p>² The child stands alone for 10 seconds to 30 seconds .</p> <p>³ The child stands alone steadily for more than 30 seconds .</p> <p><input type="radio"/> ⁹⁸ refusal</p>

	<p>Observe if the child can lean or bend forward to retrieve an object from the floor and then raise himself with or without support.</p>	
<p>Q857_14</p>	<p>IF Q857_1=1 AND Q857_2=1</p> <p>Moves from sitting to standing.</p> <p>Sit on the floor with the child and say to him/her:</p> <p>ENG:“Let’s get up.”</p> <p>SWA:”Tuinuke juu.”</p> <p>Demonstrate moving from sitting to standing without using hands. Practice with the child and then encourage him/her to do it alone. Observe (does the child twist and turn before getting up?) and record the child’s performance.</p>	<p>⁰ The child is not able to.</p> <p>¹ The child pulls him/herself into a standing position while holding on to an object for support.</p> <p>² The child twists and turns before getting up; rolls over and up .</p> <p>³ The child moves steadily from sitting to standing and does not use hands.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
<p>Q857_15</p>	<p>IF Q857_1=1 AND Q857_2=1</p> <p>Can sit down steadily from a standing position.</p> <p>This item should be administered immediately after PCM11 so that the assessor asks the child:</p> <p>ENG:“Now let’s sit down again, see my hands, can you copy me? “</p> <p>SWA:“Sasa tukae chini tena, angalia mikono yangu hube niigize?”</p> <p>Demonstrate to the child how to sit down without using hands.</p> <p>Practice with the child and then let him/her do it on his/her own. Observe and record the child’s performance.</p>	<p>⁰ The child is not able to.</p> <p>¹ The child sits down unsteadily from a standing position and/or with extra support.</p> <p>² The child uses his/her hands for support.</p> <p>³ The child sits down steadily/smoothly from a standing position without using hands.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
<p>Q857_16</p>	<p>IF Q857_1=1 AND Q857_2=1</p> <p>Walks with support.</p> <p>This item aims to establish if the child has good control of the lower limbs and someone only helps with his/her balance.</p> <p>Observe the child moving during the course of the assessment.</p>	<p>⁰ The child cannot take a few steps forward even when someone is holding onto both hands.</p> <p>¹ The child moves sideways while holding onto furniture for support (cruising).</p> <p>² The child walks when one or both hands are held, for less than length of mat.</p> <p>³ The child walks when one or both hands are held, for length of mat.</p> <p><input type="radio"/> ⁹⁸ refusal</p>

Q857_17	<p>Q857_3=1</p> <p>Walks without support.</p> <p>Does the child move freely on his/her two feet?</p>	<p>⁰ The child is not able to walk on his/her own; cannot maintain balance. skip to Q857_25</p> <p>¹ The child attempts to walk alone but is not able to take at least one step. skip to Q857_25</p> <p>² The child walks on his/her own for less than the length of mat. skip to Q857_25</p> <p>³ The child walks on his/her own for the length of mat. go to Q857_18</p> <p><input type="radio"/> ⁹⁸ refusal go to Q857_18</p>
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FOR THE RESPONSES IN Q857_18 TO Q857_24 –IF THE CHILD SCORES TWO CONSECUTIVE 0s skip to Q857_25

Q857_18	<p>If Q857_17=3 or 98</p> <p>Walking backwards.</p> <p>Demonstrate pulling a toy with a long cord attached to it while walking backwards and say to the child:</p> <p>ENG:“Let’s walk backwards like this.”</p> <p>SWA:“Tutembee kurudi nyuma kama hivi.”</p> <p>Walk in a straight line. Say to the child:</p> <p>ENG:“Let’s walk together.”</p> <p>SWA:“Tutembee pamoja.”</p> <p>Practice with the child while giving all the necessary support. Encourage the child to attempt the task alone. Stop if the child is unable to perform the task after 3 trials.</p>	<p>⁰ The child does not attempt to take even one step backwards.</p> <p>¹ The child attempts to walk backwards but is not able to take at least one step.</p> <p>² The child walks backwards with support for less than length of mat.</p> <p>³ The child walks backwards without support for the length of mat.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
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Q857_19	<p>Q857_17=3 or 98</p> <p>Stands on one leg</p> <p>Demonstrate keeping the standing foot still, keeping the raised foot off the ground and keeping the free foot behind the standing leg. Ask the child to stand like you and then say,</p> <p>Eng:“Can you copy what I’m doing?”</p>	<p>⁰ The child is not able to</p> <p>¹ The child can stand on one leg, with support for 10-20 seconds</p> <p>² The child can stand on one leg, with support for more than 21 seconds</p> <p>³ The child stands on one leg without support for at least 10 seconds</p> <p><input type="radio"/> ⁹⁸ refusal</p>
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	<p>SWA: “niigize ninavyofanya?”</p> <p>Practice with the child and provide all the necessary support. Encourage the child to do it alone. Start timing as soon as the child achieves balance. Stop if the child loses balance after 2 trials of less than 10 seconds.</p>	
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IF Q857_18 AND Q857_19=0 THEN SKIP TO Q857_25

<p>Q857_20</p>	<p>Jumps.</p> <p>Tell the child:</p> <p>ENG: “Let’s jump.”</p> <p>SWA: “Turuke hivi.”</p> <p>Demonstrate with both feet leaving the ground. Provide the necessary support such as holding the child’s hand. Encourage the child to jump alone.</p>	<p>⁰ The child is not able to jump.</p> <p>¹ The child attempts to jump but both feet are not together.</p> <p>² The child is able to jump with both feet leaving the ground at the same time, with support.</p> <p>³ The child is able to jump with both feet leaving the ground at the same time, without support.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
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IF Q857_19 AND Q857_20= 0 THEN SKIP TO Q857_25

<p>Q857_21</p>	<p>Hops on one leg.</p> <p>This item should preferably be administered after standing on one leg. Say to the child:</p> <p>ENG: “Let’s jump on one leg.”</p> <p>SWA: “Turuke kwa mguu mmoja.”</p> <p>Demonstrate keeping one foot off the floor and hopping on one leg on the spot. Then say:</p> <p>ENG: “Let’s do it together.”</p> <p>SWA: “Tufanye pamoja.”</p>	<p>⁰ The child is not able to hop on one leg.</p> <p>¹ The child hops at least twice on one leg with support.</p> <p>² The child hops once or twice on one leg, without support.</p> <p>³ The child hops three or more times without support.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
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	Practice with the child and provide all the necessary support. Encourage the child to do it alone and observe the child's performance. Stop if the child loses balance after 3 tries.	
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IF Q857_20=0 AND Q857_21=0 THEN SKIP TO Q857_25

Q857_22	<p>Walks on tiptoes.</p> <p>Use the length of the floor mat to estimate a distance of 2m. Say to the child:</p> <p>ENG: "Let's walk on tiptoes."</p> <p>SWA: "Tutembee ncha za vidole."</p> <p>Demonstrate how to walk on tiptoes while keeping toes on the line and heels off the ground. Ask the child to walk like you. Practice with the child and provide all the necessary support. Encourage the child to do it alone while saying:</p> <p>ENG: "Now try alone."</p> <p>SWA: "Sasa jaribu peke yako."</p> <p>To be considered successful on this task, the child's heels must clearly leave the ground. Stop if the child is unable to attempt the task after 3 tries</p>	<p>⁰ The child does not attempt or attempts but is not able to take at least one step .on tiptoes.</p> <p>¹ The child walks on tiptoes with support for less than length of mat.</p> <p>² The child walks on tiptoes without support for less than length of mat.</p> <p>³ The child walks on tiptoes without support for length of mat</p> <p><input type="radio"/> ⁹⁸ refusal</p>
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IF Q857_21=0 AND Q857_22=0 THEN SKIP TO Q857_25


Q857_23	<p>Walks on side of feet.</p> <p>Say to the child:</p> <p>ENG: "Can you do this? Have a go."</p> <p>SWA: "Fanya hivi? Nenda."</p> <p>Demonstrate rolling feet over to the outside edge and taking small steps, and then practice with the child providing all the necessary support. Encourage the child to do it alone.</p>	<p>⁰ The child does not attempt to walk on side of feet or tries to walk on side of feet but can only make one step,</p> <p>¹ The child walks on side of feet for less than the length of mat, with support.</p> <p>² The child walks on side of feet for less than the length of mat without support.</p> <p>³ The child walks on side of feet for the length of mat.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
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IF Q857_22=0 AND Q857_23=0 THEN SKIP TO Q857_25

<p>Q857_24</p>	<p>Walks along line, heel to toe.</p> <p>Say to the child: ENG:“Walk like me.” SWA:“Tembea kama mimi.”</p> <p>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 the child and provide all the necessary support. Encourage the child to do it alone. Stop the task if the child loses balance or is unable to keep feet on the line after 3 trials.</p>	<p>⁰ The child does not attempt to walk heel to toe or attempts to walk heel to toe but is not able to take at least one step..</p> <p>¹ The child walks heel to toe with support for length of mat.</p> <p>² The child walks heel to toe without support for less than length of mat.</p> <p>³ The child walks heel to toe without support for length of mat.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
<p>Q857_25</p>	<p>Q857_13=3</p> <p>Motor Coordination/Ball Play</p> <p>Demonstrate to the child how to throw a ball to an older sibling or mum. Then give the ball to the child and say:</p> <p>ENG:“Let’s play with this ball. Can you throw it to...?”</p> <p>SWA:“Tucheze na huu mpira.hebu rusha mpira kwa....?”</p> <p>Releases a ball purposefully.</p> <p>Give the ball to the child the ball should be thrown purposively, (i.e. travels towards the target person”). To score on this item the ball needs to travel from the child’s hands towards the catcher. It can roll most of the way.</p> <p>If the ball just drops in front of the child and does not travel, or travels in the wrong direction e.g. behind the child’s head, score accordingly.(If the child can achieve PCM24 at level 2 or 3 then score 3 here).</p>	<p>⁰ The child is not able to release the ball or does not attempt.</p> <p>¹ The child attempts to release the ball purposefully but the ball just drops, or travels in the wrong direction.</p> <p>² The child releases the ball once or twice, in the direction of the target person.</p> <p>³ The child releases the ball 3 or more times, in the direction of the target person (consistent skill).</p> <p><input type="radio"/> ⁹⁸ refusal</p>
<p>Q857_26</p>	<p>Q857_13=3</p> <p>Throws a ball.</p> <p>Observe the child throwing the ball. Stand apart for the length of the mat.</p> <p>For the child to score here the ball must travel through the air and reach the catcher. (what is needed is strength, direction and</p>	<p>⁰ Not able.</p> <p>¹ The child attempts to throw the ball but it goes over his/her head or in a direction not towards the catcher</p> <p>² The child throws the ball and it reaches or nearly reaches the target person, once or twice.</p> <p>³ The child throws the ball and it reaches the target person, 3 or more times.</p> <p><input type="radio"/> ⁹⁸ refusal</p>

	distance).	
Q857_27	<p>Q857_13=3</p> <p>Catches a ball.</p> <p>Stand about 3 paces away from the child. Tell the child:</p> <p>ENG:“Now catch the ball.”</p> <p>SWA:“Sasa daka mpira.”</p> <p>Throw the ball gently toward the child so that s/he has a chance to catch it (do not put it into their hands). Encourage the child to catch the ball and throw it back to you (or to a sibling or to mum).</p>	<p>⁰ The child is not able to catch the ball or does not attempt.</p> <p>¹ The child attempts to catch the ball but it just goes through his/her hands.</p> <p>² The child catches ball using his/her arms and hands.</p> <p>³ The child catches the ball using his/her hands only.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_28	<p>Q857_13=3</p> <p>Throws and catches a ball in sequence.</p>	<p>⁰ The child is not able to throw or catch the ball.</p> <p>¹ The child only throws, or only catches.</p> <p>² The child is able to complete the sequence once or twice.</p> <p>³ The child is able to complete the sequence three or more times.</p> <p>Note: 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.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_29	<p>IF Q857_13=3</p> <p>Kicks ball.</p> <p>Demonstrate kicking a stationary ball and say:</p> <p>ENG:“Can you kick the ball?”</p> <p>SWA:“Pige mpira?”</p> <p>Encourage the child to kick the ball alone or with others. Then demonstrate kicking a moving ball and ask the child:</p> <p>ENG:“Kick it again.”</p> <p>SWA:“Piga tena.”</p> <p>Roll the ball either away from or towards the child.</p>	<p>⁰ The child is not able to kick the ball.</p> <p>¹ The child kicks a stationary ball once or twice.</p> <p>² The child kicks a stationary ball 3 or more times.</p> <p>³ The child is able to kick a moving ball.</p> <p><input type="radio"/> ⁹⁸ refusal</p>

	Encourage the child to kick it as it moves.	
Q857_30	<p>IF Q857_13=3</p> <p>Runs.</p> <p>Ask the child:</p> <p>ENG:“Can you run to your mum as quickly as you can?”</p> <p>SWA:“Kimbia uende kwa mama haraka unavyoweza?”</p> <p>Or try other ideas to get the child to run, such as a race with you or other children, or chasing the ball on the ground.</p> <p>NOTE: You may need to rely on maternal report for this; please note this in the comments section at end.</p>	<p>⁰ The child is not able to run but can walk independently.</p> <p>¹ The child attempts to run but is a little unbalanced.</p> <p>² The child is able to run steadily in one direction.</p> <p>³ The child can change speed and direction safely while running.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_31	<p>IF Q857_13=3</p> <p>Steps Up and Down.</p> <p>Find a step, or low stool/ block and say to the child:</p> <p>ENG:“Let’s step over/up here.”</p> <p>SWA:“Tupande hapa juu.”</p> <p>If it is a low step observe the child step OVER it (look for the feet moving one after the other in scissor steps. If it is more than one step watch for the same movement as the child goes up and down.</p>	<p>⁰ The child cannot step on or off or over the object or go up stairs on foot.</p> <p>¹ The child steps up, down and over, but has to hold onto something or somebody.</p> <p>² The child steps up, down or over, leading with one foot, the other coming up to match it.</p> <p>³ The child can step up, down and over each foot leading in turn with alternating steps.</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_32	<p>IF Q857_13=3</p> <p>Climbs up.</p> <p>Look for and appropriate chair or table, or other large piece of furniture.</p>	<p>⁰ The child does not attempt to climb onto furniture, or fails to climb up .</p> <p>¹ The child climbs up on his/her stomach.</p> <p>² The child can climb up, carefully, pulling him or herself up.</p> <p>³ The child climbs up, using minimal support for balance.</p> <p><input type="radio"/> ⁹⁸ refusal</p>

	<p>If no convenient piece of furniture exists ask the parent:</p> <p>ENG:“Does your child climb on a chair to reach something he wants? What does s/he do to get up, and to get down?” (get the parent to demonstrate if necessary).</p> <p>SWA "Je mtoto wako huwa anapanda kiti ili kufikia kitu anachokitaka? huwa anafanya nini ili kupanda juu na kushuka chini?"(ikiwezekana mweleze mzazi aigize vile hufanya)</p> <p>IF THERE IS furniture:</p> <p>Ask the child:</p> <p>ENG:“Can you climb up there?”</p> <p>SWA:“Si upande hapo juu?”</p> <p>Pulling and climbing means the child 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.</p>	
Q857_33	<p>IF Q857_13=3</p> <p>Jumps off platform.</p> <p>When the child has climbed up, say to the child:</p> <p>ENG:“Now can you jump down?”</p> <p>SWA:“Sasa si uruke chini?”</p>	<p>⁰ The child does not attempt to jump off or gets down by sitting on his/her bottom and sliding off.</p> <p>¹ The child attempts to jumps down, but with support.</p> <p>² The child jumps down without both feet together.</p> <p>³ The child jumps down and lands with both feet, together. To score at the highest level requires that the child jumps off the furniture and lands on both feet together.</p> <p> ⁹⁸ refusal</p>

If you need to demonstrate how to jump off landing with both feet together. Practice with the child and hold the child's hand, if necessary to encourage him/her to jump off. Say to the child:

ENG: "Now try it alone."

SWA: "Sasa jaribu peke yako."

and encourage him/her to do it alone.
Provide the necessary support.

If CHILD AGE IS <_36 MONTHS -- IF (INTDT – DOB)/30.4166666666667 <_36 SKIP TO Q857_40

If CHILD AGE IS ≥_36 MONTHS -- IF (INTDT – DOB)/30.4166666666667 ≥_36

STATIC BALANCE

Instruction:

The child should stand in a clear space away from furniture/walls. Say to the child:

ENG: "We're going to play a game of standing on one leg like this. Place your hands on your waist and rest the foot of the free leg on the knee of the leg that you're standing on. Try."

SWA: "Tutafanya mchezo wa kusimama kwa mguu mmoja kama hivi. Utaweka mikono kiunoni na uegemeze wayo wa huo mguu mwingine juu ya goti la mguu utakao simamia. Jaribu nawewe"





Demonstrate stressing the following: keeping foot on knee, supporting foot firm on the ground and hands on hips. Let the child have a practice trial then say,

ENG: "Now, I want you to do it again. Stand on one leg with the other foot on the knee of the standing leg and with your hands on your waist."

SWA: "Sasa, nataka ufanye tena, usimame kwa mguu mmoja ikiwa mguu mwengine uko juu ya goti la mguu uliosimamia na mikono yako iwe kiunoni"

Start recording when the child's foot and arms are all in position. STOP the trial when 30 seconds are achieved.

ADMINISTER A SECOND TRIAL when 30 seconds are not achieved or when the following errors are committed: foot slips from knee, supporting foot moves from ground, hands are removed from hips (eyes open only).

Q857_34	Stork balance – right leg, eyes open	<p>⁰ The child is not able to balance and moves out of position before 5 seconds are over</p> <p>¹The child is able to hold the stork balance position for between 6 and 10 seconds</p> <p>²The child is able to hold the stork balance position for between 11 and 20 seconds</p> <p>³The child is able to hold the stork balance position for more than 20 seconds.</p> <p> ⁹⁸ refusal</p>
Q857_35	Stork balance – right leg, eyes closed	<p>⁰ The child is not able to balance and moves out of position before 5 seconds are over</p> <p>¹ The child is able to hold the stork balance position for between 6 and 10 seconds</p> <p>² The child is able to hold the stork balance position for between 11 and 20 seconds</p> <p>³The child is able to hold the stork balance position for more than 20 seconds</p> <p> ⁹⁸ refusal</p>
Q857_36	Stork balance – left leg, eyes open	<p>⁰ The child is not able to balance and moves out of position before 5 seconds are over</p> <p>¹ The child is able to hold the stork balance position for between 6 and 10 seconds</p> <p>² The child is able to hold the stork balance position for between 11 and 20 seconds</p> <p>³The child is able to hold the stork balance position for more than 20 seconds</p> <p> ⁹⁸ refusal</p>
Q857_37	Stork balance – left leg, eyes closed	<p>⁰ The child is not able to balance and moves out of position before 5 seconds are over</p> <p>¹ The child is able to hold the stork balance position for between 6 and 10 seconds</p> <p>²The child is able to hold the stork balance position for between 11 and 20 seconds</p> <p>³The child is able to hold the stork balance position for more than 20 seconds</p> <p> ⁹⁸ refusal</p>

Q857_38	<p>Q857_20=2 OR Q857_20=3</p> <p>Skips Instruction: Demonstrate skipping then say to the child: ENG“ Let’s skip around the mat.” SWA:” sasa turuke tukizunguka mkeka.” Emphasise lightly stepping from one foot to the other with a hop or a bounce.</p>	<p>⁰ Not able</p> <p>¹ Always leading with the same foot</p> <p>² Alternate feet/ flowing or skip less than 4 circles around the mat</p> <p>³Can skip 4 circles round the mat</p> <p><input type="radio"/> ⁹⁸ refusal</p>
Q857_39	<p>Q857_21=2 OR Q857_21= 3</p> <p>Hops on one leg Instruction: Demonstrate hopping on one leg then ask the child to hop on one leg while moving forward for more than twice the length of the mat.</p>	<p>⁰ Not able</p> <p>¹ Hops for less than length of mat</p> <p>² Hops for the length of mat</p> <p>³ Hops for more than 2 lengths of the mat</p> <p><input type="radio"/> ⁹⁸ refusal</p>

VALIDITY – GROSS MOTOR

RA TO COMPLETE

Q857_40	DOM Hand and foot dominance	<p>O¹ LEFT</p> <p>O² RIGHT</p> <p>O⁹⁸ Not able to observe dominance</p>
Q857_41	For child assessment sections: Do you believe the test is valid?	<p>O¹ Yes-> SKIP TO FINE MOTOR</p> <p>O² No</p> <p>O⁸⁸ Not Applicable-> SKIP TO FINE MOTOR</p>
Q857_42	If not, why not MARK ALL THAT APPLY	<p><input type="checkbox"/> Child was sick</p> <p><input type="checkbox"/> Child was tired or asleep</p> <p><input type="checkbox"/> Child was not cooperative</p> <p><input type="checkbox"/> Child was too shy to engage</p> <p><input type="checkbox"/> Child was upset and crying</p> <p><input type="checkbox"/> Child was not cognitively or physically competent to complete the test</p> <p><input type="checkbox"/> Other, Explain, _____</p>

Observe carefully whether the child prefers to use the right hand over the left hand, or the right foot over the left foot. At end of the assessment (Variable=DOM), you will mark whether the child has right or left dominance.

At the beginning of this section, say to the child:

ENG:“Lets sit down to play some more games, come and see the toys I have.”

SWA:“Tukae chini tucheze huu mchezo, njoo uone kidude nilichonacho.”

Q858_1	Is child able to stand without support?(observe)	<input type="radio"/> ¹ Yes skip to Q858_4 <input type="radio"/> ² No, Start at Q858_2
Q858_2	<p>Reaches out for moving object.</p> <p>Ask the parent to sit the child on her lap.Hold a wooden ring in front of the child, at the level of his/her nose, within reach. Watch the eyes. Then swing the ring slowly from side to side and ask or encourage the child to:</p> <p>ENG:“Take the ring.” SWA:“Chukua huu mviringo.”</p> <p>Observe and record the child’s behavior.</p>	<input type="radio"/> ⁰ The child does not track the moving object. SKIP TO Q858_4 <input type="radio"/> ¹ The child tracks, but unable to grasp object. SKIP TO Q858_4 <input type="radio"/> ² The child reaches out, can grasp the still ring, but not the moving ring. <input type="radio"/> ³ The child grasps the moving object successfully. <input type="radio"/> ⁹⁸ Refusal
Q858_3	<p>IF Q858_2=2 OR Q858_2=3 OR Q858_2=98</p> <p>Manipulates object.</p> <p>Observe the child’s holding the ring and note if it is passed from hand to hand. Mark the highest activity achieved.</p>	<input type="radio"/> ⁰ The child does not take the object. <input type="radio"/> ¹ The child brings object toward the mouth for oral contact. <input type="radio"/> ² The child holds and examines object. <input type="radio"/> ³ The child passes the object from hand to hand <input type="radio"/> ⁹⁸ Refusal
Q858_4	<p><u>TO BE ANSWERED BY ALL CHILDREN</u></p> <p>Picks up object.</p> <p>Say to the child:</p> <p>ENG:“Let’s play with these blocks.”</p> <p>SWA:“Tucheze na hivi vibao.”</p> <p>Place a wooden block on the ground or mat. Point to the block saying:</p> <p>ENG:“Pick up this block.”</p>	<input type="radio"/> ⁰ The child is not able to pick up objects on his/her own. Someone must place the object in the child’s hands. <input type="radio"/> ¹ The child is able to pick up the block using the whole hand (with the block on the palm). <input type="radio"/> ² The child picks the block using the thumb and three or four fingers. (not the palm). <input type="radio"/> ³ The child picks the block with the thumb and one or two fingers. <input type="radio"/> ⁹⁸ Refusal

	<p>SWA:“Okota hiki kibao.”</p> <p>Observe how the child picks up the block.</p> <p>For older children this turns into the Tower.PCM42</p>	
Q858_5	<p><u>TO BE ANSWERED BY ALL CHILDREN</u></p> <p>Retains one object. Offer the child three blocks, one after the other and say:</p> <p>ENG:“Take these blocks.”</p> <p>SWA:“Chukua hivi vibao.”</p> <p>The child should hold the cubes in either hand, without holding them against his/her body for support.</p> <p>For this item score what happens with the first two blocks.</p>	<p><input type="radio"/>⁰ The child is not able to retain one cube. SKIP TO Q858_7</p> <p><input type="radio"/>¹ The child attempts to retain one cube but it keeps falling. SKIP TO Q858_7</p> <p><input type="radio"/>² The child retains the cube in either hand when given.</p> <p><input type="radio"/>³ The child retains one cube when a second one is offered.</p> <p><input type="radio"/>⁹⁸ Refusal</p>
Q858_6	<p>IF Q858_5=2 OR Q858_5=3 OR Q858_5=98</p> <p>Retains multiple objects.</p> <p>After offering the third block, watch to see if the child can retain 2 in one hand, and one in another.</p>	<p><input type="radio"/>⁰ The child is not able to retain multiple objects.</p> <p><input type="radio"/>¹ The child attempts, but can only hold one cube in each hand.</p> <p><input type="radio"/>² The child can hold 2 cubes in one hand. But cannot take the third without dropping one.</p> <p><input type="radio"/>³ The child retains 2 cubes when a third one is offered.</p> <p><input type="radio"/>⁹⁸ Refusal</p>
Q858_7	<p>IF Q858_4=1 OR Q858_4=2 OR Q858_4=3 OR Q858_4=98</p> <p>Builds tower.</p> <p>Place 12 cubes in front of the child and say to the child:</p> <p>ENG: “Let’s build a tower.”</p> <p>SWA: “Tujenge nyumba ndefu.”</p> <p>Demonstrate building a tower by putting one block on top of another. Encourage the child to join in. Break down the tower and say to the child:</p> <p>ENG:“Now you make a big tower.”</p> <p>SWA:“Sasa jenga nyumba ndefu.”</p>	<p><input type="radio"/>⁰ The child does not/is not able to build a tower.</p> <p><input type="radio"/>¹ The child builds a tower of up to 4 cubes.</p> <p><input type="radio"/>² The child builds a tower of 5-8 cubes.</p> <p><input type="radio"/>³ The child builds a tower of 9-12 cubes.</p> <p><input type="radio"/>⁹⁸ refusal</p>

	Encourage the child to continue building the tower. If the blocks fall, encourage the child to build again, up to 3 trials.	
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TO BE ANSWERED BY ALL CHILDREN

Coin Box. These items test the child’s ability to manipulate small objects, using coins and a moneybox.

Place the coin box, with the slot lying from right to left, in front of the child, and 3 coins between the child and the box and say to the child,

ENG:“Let’s play with this box and coins.”

SWA:“Tucheze na hizi shilingi na kisanduku.”

Demonstrate with another coin putting the coin in the slot, then say:

ENG:“Now you do it.”

SWA:“Sasa fanya.”

Observe how the child picks the coins, and which hand they chose to use first.

Place 3 the coins on side of the box of the child’s favoured hand, and say:

ENG “Now you put in these coins”

SWA” Sasa ingiza hizi shilingi”

Then swap to the other side, repeat the instruction and watch the other hand.

Q858_8	Puts the coins in the box with the slit horizontal, using the right hand.	<input type="radio"/> ⁰ The child is not able to place coins using the right hand. <input type="radio"/> ¹ The child attempts to put the coins in the box but is unsuccessful. <input type="radio"/> ² The child puts in 3 coins, trial and error (bumping the box). <input type="radio"/> ³ The child puts in all 3 coins smoothly. <input type="radio"/> Child cannot pick up coins using any method <input type="radio"/> ⁹⁸ Refusal
Q858_9	Puts the coins in the box with the slit horizontal, using the left hand.	<input type="radio"/> ⁰ The child is not able to place coins using the left hand. <input type="radio"/> ¹ The child attempts to put the coins in the box but is unsuccessful. <input type="radio"/> ² The child puts in 3 coins, trial and error (bumping the box). <input type="radio"/> ³ The child puts in all 3 coins smoothly <input type="radio"/> Child cannot pick up coins using any method. <input type="radio"/> ⁹⁸ Refusal
Q858_10	If Q858_8=2 or 3 Puts coins in box using the right hand with the slit vertical (rotated box).	<input type="radio"/> ⁰ The child is not able to place coins using the right hand. skip to Q858_11 <input type="radio"/> ¹ The child attempts to put the coins in the box but is unsuccessful. skip to Q858_11 <input type="radio"/> ² The child puts in 3 coins, trial and error (bumping the box). skip to Q858_12

		<input type="radio"/> ³ The child puts in all 3 coins smoothly. skip to Q858_12 <input type="radio"/> ⁹⁸ Refusal skip to Q858_11
Q858_11	If Q858_9=2 or 3 Puts coins in box using the left hand with the slit vertical (rotated box).	<input type="radio"/> ⁰ The child is not able to place coins using the left hand. skip to Q858_15 <input type="radio"/> ¹ The child attempts to put the coins in the box but is unsuccessful. <input type="radio"/> ² The child puts in 3 coins, trial and error (bumping the box). skip to Q858_15 <input type="radio"/> ³ The child puts in all 3 coins smoothly. skip to Q858_15 <input type="radio"/> ⁹⁸ Refusal

IF Q858_10=2 OR Q858_10=3 OR Q858_10=98 OR Q858_11=2 OR Q858_11=3 OR Q858_11=98

Place the coin box with the slot oriented vertically toward the child. In a parallel line to the coin box, place six coins on the right side. Say to the child:

ENG: "Put the coins in the box, one at a time, as fast as you can."

SWA: "Ingiza shilingi kwenye kiboksi moja baada ya nyengine, haraka iwezekanavyo."

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). After 3 trials administer the same, this time with the coins on the left hand side for 3 trials.

ANSWER IF Q858_10=2 or 3

Puts 6 coins in box 1.

(Vertical slot) Using the right hand, 3 trials. Record the number of seconds during each trial that a child uses to put 6 coins using right hand.

Q858_12	Trial 1, Number of seconds: IF Q858_12 MORE THAN 60 skip to Q858_15; IF LESS THAN 60 CONTINUE TO Q858_13 NOTE; IF MORE THAN 90 SECONDS ENTER 90. IF REFUSED ENTER 98.	
Q858_13	Trial 2, Number of seconds: IF REFUSED ENTER 98.	
Q858_14	Trial 3, Number of seconds: IF REFUSED ENTER 98.	

ANSWER IF Q858_11=2 OR 3

Puts 6 coins in box 2.

(Vertical slot) Using the left hand, 3 trials. Record the number of seconds during each trial that a child uses to put 6 coins using left hand.

Q858_15	<p>Trial 1, Number of seconds:</p> <p>IF Q858_15 MORE THAN 60, skip to Q858_18; IF LESS THAN 60 CONTINUE TO Q858_16</p> <p>NOTE; IF MORE THAN 90 SECONDS ENTER 90. IF REFUSED ENTER 98.</p>	
Q858_16	<p>Trial 2, Number of seconds:</p> <p>IF REFUSED ENTER 98.</p>	
Q858_17	<p>Trial 3, Number of seconds:</p> <p>IF REFUSED ENTER 98.</p>	

TO BE ANSWERED BY ALL CHILDREN

PINCER GRASP.

Present 12 beads on a plate. Place another container with a narrow mouth, (such as a small bottle of drinking water, no more than 4 cms) in front of the child. Say to the child:

ENG:“Let’s play with these.”

SWA:”Tucheze na hizi.”

Demonstrate picking the bead with your index finger and thumb using a pincer grasp and say to the child:

ENG:“Pick up the bead like this and drop it into this container.”

SWA:“Okota shanga kama hivi na uziangushe kwenye hiki kidude.”

Drop the bead slowly and purposefully into the container. Encourage the child to pick and drop the beads into the container.

Observe the child’s performance. Do not leave the child unattended with the beads within their reach.

Q858_18	<p>Picks up beads.</p>	<p><input type="radio"/>⁰ The child does not pick up any beads. skip to Q858_26</p> <p><input type="radio"/>¹ The child attempts to pick up a bead but is unsuccessful. skip to Q858_26</p> <p><input type="radio"/>² The child uses all his/her fingers and thumb to pick up beads.</p> <p><input type="radio"/>³ The child picks up beads between his/her thumb and forefinger (pincer grasp).</p> <p><input type="radio"/>⁹⁸ Refusal</p>
Q858_19	<p>ANSWER IF Q858_18=2 OR Q858_18=3 OR Q858_18=98</p> <p>Drops beads into container.</p>	<p><input type="radio"/>⁰ The child does not attempt. skip to Q858_26</p> <p><input type="radio"/>¹ The child attempts to drop beads into container but is unsuccessful. skip to Q858_26</p> <p><input type="radio"/>² The child makes a clumsy and jerky release of beads into the container.</p> <p><input type="radio"/>³ The child uses a fluid movement to drop several beads into the container.</p> <p><input type="radio"/>⁹⁸ Refusal</p>

ANSWER IF Q858_19=2 OR Q858_19=3 OR Q858_19=98

Demonstrate how the child should hold the shoelace (look to see which hand the child picks the beads up with, and help the child hold shoe lace in the other hand).

ENG: "Now let's thread the beads like this."

SWA: "Tuunde shanga kama hivi."

Thread one bead after another working quickly. Do not push the beads all the way down the shoelace. Give the shoelace and beads to the child, and say:

ENG: "Now you do it."

SWA: "Sasa fanya."

Observe and record.

Q858_20	Threads 2 beads onto shoelace.	<input type="radio"/> ⁰ The child does not attempt. skip to Q858_26 <input type="radio"/> ¹ The child attempts but is unsuccessful. skip to Q858_26 <input type="radio"/> ² The child threads the beads in a clumsy manner and with jerky movements. <input type="radio"/> ³ The child uses a fluid movement to thread several beads onto the shoelace. <input type="radio"/> ⁹⁸ Refusal
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ANSWER IF Q858_20=2 OR Q858_20=3 OR Q858_20=98

Say to the child:

ENG: "Put them on as quickly as possible."

SWA: "Ingiza haraka iwezekanavyo."

Start timing and record how many beads the child threads in 30 seconds. Administer 3 trials and record for number of beads
Stop Rule: If the child ONLY threads 2 beads in the first trial STOP.

Q858_21	Start timing when the child picks the first bead. Stop the child at 30 seconds. Record number of beads for each trial. NOTE: IF MORE THAN 30 BEADS ENTER 30. IF REFUSED ENTER 98.	Enter Number of beads: Trial 1 _____ If manages ONLY 2 beads, skip to Q858_24
Q858_22	Start timing when the child picks the first bead. Stop the child at 30 seconds. Record number of beads for each trial. NOTE: IF MORE THAN 30 BEADS ENTER 30. IF REFUSED ENTER 98.	Trial 2 _____

Q858_23	<p>Start timing when the child picks the first bead.</p> <p>Stop the child at 30 seconds. Record number of beads for each trial.</p> <p>NOTE: IF MORE THAN 30 BEADS ENTER 30. IF REFUSED ENTER 98.</p>	Trial 3 _____
Q858_24	<p>Does up button.</p> <p>As you talk show the child the cloth and how to do up the button.</p> <p>Say to the child:</p> <p>ENG:“This is a button and this is a hole. Let’s do it like this.”</p> <p>SWA:“Hiki ni kifungo na hili ni tundu. Tufanye kama hivi.”</p> <p>Demonstrate how to put the button through the buttonhole. If necessary, hold the piece with the button and give the child the piece with the hole. Help the child to insert the button through the hole. Encourage the child to do it alone.</p>	<p><input type="radio"/>⁰ The child is not able to do up a button.</p> <p><input type="radio"/>¹ The child does up button, using trial and error, with adult holding one piece.</p> <p><input type="radio"/>² The child does up button steadily, smoothly, with adult holding one piece.</p> <p><input type="radio"/>³ The child can do up a button alone.</p> <p><input type="radio"/>⁹⁸ Refusal</p>
Q858_25	<p>Opens a door that requires pushing.</p> <p>(Maternal report/observation). If there is no door, ask the parent:</p> <p>ENG:”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?”</p> <p>SWA:“Mwanao hufanya nini ikiwa anataka kupita na mlango umefugwa? Umeshamuona akifungua mlango bila usaidizi?”</p>	<p><input type="radio"/>⁰ The child is not able to push a door open by him/herself. The child must get help from someone.</p> <p><input type="radio"/>¹ The child is able to push open a door without turning a doorknob or releasing a latch, sometimes.</p> <p><input type="radio"/>² The child consistently pushes open a door without turning a doorknob or releasing a latch.</p> <p><input type="radio"/>³ The child can open a door by turning a handle and pushing the door.</p> <p><input type="radio"/>⁹⁸ Refusal</p>
Q858_26	Hand and foot dominance	<p>O¹ LEFT</p> <p>O² RIGHT</p> <p>O⁹⁸ Not able to observe dominance</p>

Q858_27	RA TO COMPLETE For child assessment sections: Do you believe the test is valid?	O ¹ Yes SKIP TO COGNITION O ² No
Q858_28	If not, why not MARK ALL THAT APPLY	<input type="checkbox"/> Child was sick <input type="checkbox"/> Child was tired or asleep <input type="checkbox"/> Child was not cooperative <input type="checkbox"/> Child was too shy to engage <input type="checkbox"/> Child was upset and crying <input type="checkbox"/> Child was not r physically competent to complete the test <input type="checkbox"/> Other ASK Q858_29
Q858_29	Specify other:	

COGNITION – (THIS SECTION ONLY FOR CHILDREN AGED 8 MONTHS or OLDER)

Now, with your permission, I will do some activities with your child.

Kwa ruhusa yako nitafanya mazoezi kadhaa na mtoto wako.

Q860. Items test the child’s recognition of a **writing implement** (pen, pencil or crayon) and attempt to make a controlled mark on the paper.

Q860.1	Place the pen/pencil/crayon and paper on a hard surface and say to the child: “Let’s draw.”/“Tuchore.” Observe the manner in which the child picks and holds the pen and record the child’s performance	<p>The child bangs the pen against the floor or table or uses it a way other than writing or drawing. 0 SKIP TO Q861.1</p> <p>The child holds the pen in a fist or in another way, and attempts to make a mark on the paper. 1</p> <p>The child holds the pen with control, but cannot yet make a mark on the paper 2</p> <p>The child holds a pen with control and can make a mark on the paper 3</p> <p>Refusal 98 SKIP TO Q861.1</p>
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Q860.2	<p>Can you copy these shapes ? Watch me.”</p> <p>Unaweza igiza haya maumbo? Niangalie.”</p> <p>Draw a straight line on the paper, moving from your right to your left. Then draw a circle.</p>	<p>The child is not able to make any marks on the paper. 0</p> <p>The child can make any kind of mark on paper (scribbles). 1</p> <p>The child can copy a straight line. 2</p> <p>The child can copy a circle. 3</p> <p>Refusal 98</p>
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Q861. We will play some games of building blocks and matching colours.

SWA:“Kutacheza mchezo wa kujenga nyumba kubwa/refu/ndefu halafu utanionyesha jinsi unavyojua rangi tofauti.”

INSTRUCTION TO INTERVIEWER: CUBES SHOULD BE INSIDE CONTAINER.

Q861.1	<p>Rattle the yellow container in front of the child and then ask the child:</p> <p>ENG: “What’s inside?”</p> <p>SWA: “Kuna nini ndani?”</p> <p>Give the child the container. With another container demonstrate how to open the lid and remove the cubes. Watch to see if the child copies you. Put back the cubes into the container, cover with the lid, give the container to the child and say:</p> <p>ENG:“Now you try and take them out.”</p> <p>SWA:”Sasa jaribu kuzitoa nje.”</p> <p>Observe and record the child’s performance.Observe if the child rattles the container deliberately to make a noise. The child gets the idea that there is something inside the box and intentionally lifts the lid off the container.</p> <p>Observe if the child deliberately takes 1 cube out of the container. If the child 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.</p>	<p>The child is not able 0</p> <p>The child rattles the box and lifts the lid off box (not knocking over). 1</p> <p>The child tries and manages to take one cube out of the box. 2</p> <p>The child removes both cubes from the container. 3</p> <p>Refusal 98</p>
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Q861.2	<p>Place all three containers in front of the child, and empty them all (if the child joins in spontaneously let them complete the task). The blocks should be in</p>	<p>The child is not able 0</p>
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	<p>front of the child, with the containers behind. The blocks should be mixed up, so that the colours are random.</p> <p>ENG: "Let's put all the blocks back now."</p> <p>SWA: "Sasa tuingize hivi vibao vyote"</p> <p>If necessary demonstrate how to put them back, including replacing the lid. Re-empty the container you have filled, and let the child complete the task alone. Saying, ok, you do it now.</p>	<p>The child puts 1 cube into at least one container. 1</p> <p>The child puts 2 cubes into at least one single container. 2</p> <p>The child fills all the containers. 3</p> <p>Refusal 98</p>
Q861.3	<p>Puts lid back on container.</p> <p>For the same activity score how the child replaces the lid.</p> <p>Watch the child's eyes and the movement of his/her hands.</p>	<p>The child does not follow the instructions (no attempt made to replace the lid). 0</p> <p>The child attempts to replace the lid but is not able to. 1</p> <p>The child puts lids back, but bangs the lid at the wrong angle before being able to. This level does not require total success, only a purposefully attempts to put the cubes and lid back. 2</p> <p>The child puts lid back by adjusting the lid to fit the container smoothly. Score at this level if the child deliberately turns the wrist to fit the lid to the container, or twists the box to fit the angle of the lid. 3</p> <p>Refusal 98</p>
Q861.4	<p>ASK IF Q861.2=2 OR 3 OR Q861.3=2 OR 3</p> <p>Place all three boxes in front of the child. As you empty the boxes show the child which cubes and lids match a particular container while saying:</p> <p>ENG: "These ones are red, and go into this container, these ones are yellow, and go in this container, these ones blue and go into this container."</p> <p>SWA: "Hizi ni nyekundu, na zinaenda kwa kisanduku hiki, hizi ni manjano, zinaenda kwa kisanduku hiki, hizi ni samawati zinaenda kwa kisanduku hiki."</p>	<p>The child does not match any color. 0</p> <p>The child puts one box together, matching the color of the cubes to the container. 1</p> <p>The child matches all three colors. 2</p> <p>The child assembles 3 boxes by colors, and replaces the lids correctly by color. 3</p> <p>Refusal 98</p>

	<p>Remove the cubes from the containers and mix them up in front of the child. Encourage the child to put the cubes and lids back while saying:</p> <p>ENG: “Now you put them back in the right container.”</p> <p>SWA: “Sasa ingiza kwenye kisanduku cha sawa”</p> <p>Prompt the 1ST cube either by saying:</p> <p>ENG: “Yes that ‘s the right colour it goes in there.”</p> <p>SWA: “Sawa hiyo ndio rangi sahihi yakuingia hapo.”</p> <p>OR by taking the cube and saying:</p> <p>ENG: “That one goes in this box , try again.”</p> <p>SWA: “Hiyo inaingia kwa hiki kisanduku, jaribu tena.”</p> <p>(Showing the correct box, and replacing the cube in the pile).</p>	
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VALIDITY – COGNITION - THIS SHOULD BE COMPLETED BY THE INTERVIEWER

Q862.1	Do you believe the test is valid?	Yes 1 No 0 ASK Q862.2 Don't Know.....98 Not applicable 99
Q862.2	If not, why not. MARK ALL THAT APPLY YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE	Child was sick1 Child was tired or asleep2 Child was not cooperative3 Child was too shy to engage4 Child was upset and crying5 Child was not r physically competent to complete the test6 Other.....7 ASK Q862.3 Don't Know.....98
Q862.3	Specify other:	

LANGUAGE

Q863. INTRODUCTION: “I will now ask you a few questions to understand how your child is communicating using sounds, words and gestures.” “Nitakuuliza maswali machache ili nielewe vipi mtoto wako anawasiliana kwa kutumia sauti, maneno au ishara.”

<p>Q863.1</p>	<p>ENG: Does the child use recognizable words? (If so), How many?</p> <p>SWA: Mtoto wako anatumia maneno ambayo yanatambulika?(Kama ndio) Mangapi?</p>	<p>No0</p> <p>Yes, but only 1 or 21 →SKIP TO Q864.1</p> <p>Yes, more than 2 recognizable words2 → SKIP TO Q864.3</p> <p>Don't Know.....98</p>
<p>Q863.2</p>	<p>Repeats vowels in strings. (e.g. aa aaa, or ooo)</p> <p>ENG: Does your child repeat vowels in strings?</p> <p>SWA: Mtoto wako hurudia vokali kwa mfululizo? (kwa mfano. aa aaa ooo)</p>	<p>The child does not make any sounds, only crying sounds.....0</p> <p>The child babbles or mimics one vowel sound.1</p> <p>The child can mimic several vowels sounds.2</p> <p>The child babbles vowels sounds spontaneously much of the time.3</p> <p>Don't Know.....98</p>
<p>Q863.3</p>	<p>Repeats syllables in string. (e.g.ma ma ma)</p> <p>ENG: Does your child repeat syllables in strings?</p> <p>SWA: Mtoto wako hurudia silabi kwa mfululizo? (Kwa mfano ma ma ma)</p>	<p>The child does not produce any syllable sounds or only makes vowel sounds.0</p> <p>The child can make or mimic a sound that consists of both a consonant and vowel, e.g. ba, ma, da.1</p> <p>The child can mimic a babble with 2-4 syllable e.g. mamama, gagaga.2</p> <p>The child regularly, several times a day, mimics a babble with 2-4 syllable e.g. mamama, gagaga.3</p> <p>Don't Know.....98</p>
<p>Q863.4</p>	<p>Understands gestures to request something.</p> <p>Observation: ask the parent:</p> <p>ENG:“If you stretch out your hand to ask the child for something, does s/he always give it to you?”</p> <p>SWA:”Ukinyoosha mkono umuulize mtoto wako akupatie kitu, huwa anakupatia kila mara?”</p>	<p>There is no sign that the child understands the gesture.0</p> <p>The child understands the gestures, but makes an inappropriate response.1</p> <p>The child gives the caregiver what has been requested, sometimes.2</p> <p>The child always responds appropriately either by giving the parent the request items, or refuses but shows they understand what the parent wants3</p>

		Don't Know.....98
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IF Q863.2=0 AND Q863.3=0 AND Q863.4=0 Skip to Q872.3

<p>Q864.1</p> <p>Uses gestures to communicate. (pointing, waving etc)</p> <p>ENG:“When your child wants to show you something, what does s/he do?”</p> <p>SWA:”kama mtoto anataka kukuonyesha kitu hufanya nini?”</p> <p>ENG:“When your child wants something, how does s/he tell you?”</p> <p>SWA:”kama mtoto anataka kitu huwa anakuambiaje?”</p>		<p>The child does not use gestures to communicate. The child only cries when s/he wants something...0</p> <p>The child uses a gesture from time to time...1</p> <p>The child always uses one gesture consistently, and has only one or two more that s/he uses inconsistently.2</p> <p>The child uses several gestures to communicate, which s/he uses consistently.....3</p> <p>Don't Know.....98</p>
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IF Q863.3=0 AND Q863.4=0 AND Q864.1=0 Skip to Q872.3

<p>Q864.2</p> <p>Using sounds instead of words.</p> <p>ENG:“Does the child imitate or has the child ever Imitated animal and other sounds, e.g. ‘meee’ for goat, ‘moo’ for cow, ‘woowoo’ for dog, ‘vroom’ for car, etc.”</p> <p>SWA:“Je mtoto anaigiza ama amewahi igiza mnyama ama sauti zengine, kwa mfano meee’ kwa mbuzi, moo’ kwa ng’ombe, woowoo’ kwa mbwa, vroom’ kwa gari, N.K.”</p>		<p>The child does not make animal sound or other sounds that reflect objects (e.g. vroom for car).0</p> <p>The child makes a sound that does not reflect what they hear, imitates incorrectly. (e.g. moo for car)..1</p> <p>The child make a sound that reflects an object accurately but only one animal or object2</p> <p>The child makes sounds that reflect several objects that they see or hear.....3</p> <p>Don't Know.....98</p>
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IF Q863.4=0 AND Q864.1=0 AND Q864.2=0 Skip to Q872.3

<p>Q864.3</p> <p>ENG:“What does your child do when you say ‘no’ to stop an action that the child is carrying out? (such as touching, pulling scratching, putting things in his/her mouth.)”</p> <p>SWA:”mtoto wako hufanya nini ukimwambia ‘hapana’ huacha kitendo alichokuwa anafanya? (Kama kugusa na kujikuna, kutia vitu kwenye mdomo)”</p> <p>Note to interviewer: Take note that sometimes children understand the command but do not stop</p>		<p>The child does not pause at/stop what s/he is doing/ give any indication of having understood the word NO. ..0</p> <p>The child responds to the action of the finger pointing to say no, but not to the word on its own.1</p> <p>Sometimes the child will stop what s/he is doing,when s/he hears the word NO, but generally also needs the gesture, the finger as well.2</p>
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	<p>because they are disobedient. For example, if s/he pauses and looks at the person who says no, then continues to do what s/he was doing, that shows that s/he understands. We are not asking if the child OBEYS, just that they understand the communication.</p>	<p>The child consistently demonstrates (by stopping or looking at you or nodding or shaking the head) when the person says 'no'.....3</p> <p>Don't Know.....98</p>
<p>IF Q864.1=0 AND Q864.2=0 AND Q864.3=0 Skip to Q872.3</p>		
Q864.4	<p>Understands simple instruction like "come here" or "go away".</p> <p>Ask the parent:</p> <p>ENG: "What does your child do when you say 'come here' or 'go away'?"</p> <p>ENG: "Does s/he understand when you tell him/her to do something simple?"</p> <p>ENG: "What other instructions can your child follow?"</p> <p>SWA: "mtoto hufanya nini ukimwambia 'kuja , ' ama 'nenda'?"</p> <p>SWA: Anaelewa ukimwambia afanye kitu rahisi?"</p> <p>SWA: "Ni maelekezo gani mengine ambayo mtoto wako anaelewa?"</p> <p>Note to interviewer: Ask about frequency, whether every time or sometimes.</p>	<p>The child cannot follow instructions. 0</p> <p>The child can follow simple instructions, but not many and not consistently. 1</p> <p>The child follows a few instructions consistently. 2</p> <p>The child follows several simple instructions consistently. 3</p> <p>Don't Know.....98</p>
Q870	<p>For the items that follow we will use the word list from the CDI that shows common words children use. Ask the parent.</p> <p>ENG: "I am going to read out a list of words, and I would like you to tell me if your child can understand the word, and or (for those children who have started to speak), if you have heard them use the word, even if s/he does not say them very clearly or properly."</p> <p>SWA: "Nitakusomea maneno na ningependa uniambie ikiwa 'jina la mtoto' anaelewa haya maneno ama (kwa wale watoto wameanza kuongea) ikiwa umesikia akiongea maneno ambayo siyo sawa."</p>	
Q870.1	<p>Mee mee.</p>	<p>Does not understand / Does not say it. 0</p> <p>Appears to understand it. 1</p> <p>Can understand it and speak it. 2</p> <p>Don't Know.....98</p>

Q870.2	Miau miau.	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.3	Moo moo.	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.4	Tamu tamu / Pamu pamu.	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.5	Vruum vruum.	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.6	Chicken/Kuku/gweno. Swahili: Kuku	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.7	Hurt /Umia/Hinyri. Swahili: Umia	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.8	Goat /Mbuzi/diel. Swahili: Mbuzi	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.9	Insect /Mududu. Swahili: Mududu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.10	Cat /Paka/Pusi. Swahili: Paka	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98

Q870.11	Breast /Nyonyo/Thuno. Swahili: Nyonyo	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.12	Fingers /Kidole/Lith Iwedo. Swahili: Kidole	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.13	Belly button/Kitovu/Pend. Swahili: Kitovu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.14	Nose /Pua/Um. Swahili: Pua	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.15	Ear /Masikio/It. Swahili: Masikio	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.16	Thanks /Ahsante/Erokamano. Swahili: Ahsante	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.17	Byebye/kwaheri/Oriti. Swahili: Kwaheri	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.18	I don't want/Sitaki/Okadua. Swahili: Sitaki	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.19	Laugh /Cheka/Nyiero. Swahili; Cheka	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98

Q870.20	Play /Cheza/Tugo. Swahili: Cheza	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.21	Dog /Mbwa/Guok. Swahili: Mbwa	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.22	Biscuit/ Biskuti Swahili: Biskuti	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.23	Salt /Chumvi/Chumbi. Swahili: Chumvi	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.24	Potatoes /Viazi/Waru. Swahili: Viazi	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.25	Kales /Sukuma/ Sukuma Swahili: Sukuma	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.26	Ugali/Ugali/Kuon Swahili: Ugali	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.27	Soup /Supu/Sup Swahili: Supu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.28	Meat /Nyama/Ring'o. Swahili: Nyama	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98

Q870.29	Beans /Maharagwe/Oganda. Swahili: Maharagwe	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.30	Shoes /Viatu/Wuoche. Swahili: Viatu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.31	Take /Chukua/Kau. Swahili:Chukua	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.32	Eat /Kula/Chiemo. Swahili: Kula	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.33	Drink /Kunywa/Metho. Swahili: Kunywa	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.34	Sleep /Lala/Nindi Swahili:Lala.	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.35	Bring /Leta/Kel. Swahili: Leta	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.36	Finish /Maliza/Tiek. Swahili: Maliza	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.37	Stand /Simama/Chung'. Swahili: Simama	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.38	Look /Angalia/Ng'i.	Does not understand / Does not say it.0 Appears to understand it.1

	Swahili: Angalia	Can understand it and speak it.2 Don't Know.....98
Q870.39	Dirty /Chafu/Olil. Swahili: Chafu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.40	Fire /Moto/Mach. Swahili: Moto	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.41	Cup /Kikombe/Okombe. Swahili: Kikombe	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.42	Comb /Kichana/Ochanu. Swahili: Kichana	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.43	Money /Pesa. Swahili: Pesa	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.44	Cloth/Nguo/Law. Swahili: Nguo	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.45	Spoon /Kijiko/Ojiko. Swahili: Kijiko	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.46	Knife /Kisu/Pala. Swahili: Kisu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.47	Eye /Jicho/Wang'.	Does not understand / Does not say it.0 Appears to understand it.1

	Swahili: Jicho	Can understand it and speak it.2 Don't Know.....98
Q870.48	Leg /Mguu/Tielo. Swahili: Mguu	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.49	Hair /Nywele/Yier wich. Swahili: Nywele	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.50	Hands /Mkono/Iwedo. Swahili: Mkono	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.51	Child /Mtoto/Nyathi. Swahili: Mtoto	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.52	Father /Baba. Swahili: Baba	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.53	Mother /Mama. Swahili: Mama	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.54	Grandmother /Nyanya/Dani. Swahili: Nyanya	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.55	Bed /Kitanda/Otanda. Swahili: Kitanda	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.56	Chair /Kiti/Kom.	Does not understand / Does not say it.0 Appears to understand it.1

	Swahili: Kiti	Can understand it and speak it.2 Don't Know.....98
Q870.57	Cane /Fimbo/Kede. Swahili: Fimbo	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.58	Toilet /Chooni/Choo. Swahili: Chooni	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.59	Water /Maji/Pii. Swahili: Maji	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98
Q870.60	Medicine /Dawa/Yath. Swahili: Dawa	Does not understand / Does not say it.0 Appears to understand it.1 Can understand it and speak it.2 Don't Know.....98

GENERAL COMMUNICATION SKILLS

Use information gained through the assessment, observation and parental report to complete the following. You do not need every word the child says when they have very many but sufficient examples to answer the questions below

Q872.1	<p>IF (Q863.1=1 or 2)</p> <p>Use the following categories to prompt the parent further:</p> <p>ENG: "Apart from the words in the list I read out), how many other words the child uses for animals, foods, kitchen items, people, clothes, body parts?"</p> <p>SWA: "Kando na orodha ya maneno niliyokusomea, kuna maneno mengine ambayo mtoto hutumia kama wanyama, chakula, vyombo vya jikoni, watu,nguo na sehemu za mwili N.K?"</p>	<p>Enter the number of words caregiver reports:</p> <p>___ VALID RANGE IS 0 TO 20.</p> <p>DK = 98.</p>
Q872.3	<p>ENG: "What familiar objects is the child able to identify?"</p> <p>SWA:"Mtoto anaweza kutambua vitu kama gani ambavyo amezoea?"</p> <p>NOTE TO INTERVIEWER: TAKE NOTE OF NUMBER MENTIONED.</p>	<p>The child cannot identify any object..... 0</p> <p>1- 5 objects.1</p> <p>6- 10 objects.2</p> <p>More than 10 objects.3</p>

		Don't Know.....98
Q872.4	<p>ENG: "How many body parts is the child able to identify?"</p> <p>SWA: "Mtoto anaweza kutambua sehemu ngapi za mwili?"</p> <p>NOTE TO INTERVIEWER: PROBE FOR BODY PARTS MENTIONED.</p>	<p>The child is not able to identify any body part. ... 0</p> <p>1-2 body parts.1</p> <p>3-5 body parts.2</p> <p>More than 5 body parts.3</p> <p>Don't Know.....98</p>
Q872.5	<p>IF Q863.1=2</p> <p>ENG: "If your child wants something, how does s/he say it?"</p> <p>SWA: "Mtoto wako akitaka kitu husema nini?"</p> <p>ENG: "Have you heard him say two/three words together to try and make a sentence?"</p> <p>SWA: "Umeshawahi kumsikia akiongea maneno mawili/matatu pamoja akijaribu kutunga sentensi?"</p>	<p>The child says only one word at the time. (The child can say 2 words but they do not go together in a sentence, for example mama, dada.)0</p> <p>The child regularly uses two words together in the early form of sentences, for e.g. "give water" or "want that".1</p> <p>The child uses a mixture of 2 and 3 part sentences.2</p> <p>The consistently uses sentences with at least 3 parts when appropriate. (I want milk, I am sleepy.)3</p> <p>Don't Know.....98</p>
Q872.6	<p>IF (Q864.2=2 OR Q864.2=3) OR (Q872.5=2 OR Q872.5=3)</p> <p>ENG "Can your child sing a song ? Does s/he use the correct words?"</p> <p>SWA: "Mtoto wako huwa anaimba? Anatomia maneno sawa?"</p>	<p>The child does not sing with words.0</p> <p>The child can join in a song with some words.....1</p> <p>The child can sing a song, but does not get all the words correct.....2</p> <p>The child can sing a whole song correctly. at least one.)3</p> <p>Don't Know.....98</p>
Q872.7	<p>ENG: "Does the child take turns in verbal conversation?"</p> <p>SWA: "Je huwa mwanao anachukua zamu kwenye maongezi?"</p>	<p>Never0</p> <p>Responds to single question but rarely if ever initiates.....1</p> <p>Responds and initiates(starts), but short conversation (child continues for 2-3 turns)2</p> <p>Responds and initiates, with several turns (child continues for more than three turns)3</p> <p>Don't Know.....98</p>
Q872.8	<p>Eng: "Does the child answer questions using words like where, why, or similar types of question?"</p>	<p>Never0</p>

	SWA:”Je huwa anajibu maswali akitumia maneno kama wapi, nini ama aina ya maswali yaliofanana?	Has answered once or twice.1 Can answer this of question infrequently.....2 Consistently answers this type of question3 Don’t Know.....98
Q872.9	Linking two ideas Eng:”Does the child link two thoughts with” because” or “when/if”. Swa:”Je mtoto huwa analinganisha mawazo mawili kwa kutumia” kwa sababu” ama lini/ikiwa. x	Never0 Maybe one or twice1 Can do this but not consistently2 Consistently uses this in conversation3 Don’t Know.....98

THESE THREE ASSESSMENTS SHOULD BE DONE BY THE INTERVIEWER ONLY BASED ON THE DATA COLLECTED SO FAR. YOU CAN USE PARENTAL ASSISTANCE IF THE CHILD HAS NOT BEEN HEARD TO TALK OR SPOKE LITTLE IN THE SESSION.

Q874	SYNTAX Look at the grammatical <u>structure</u> of the sentences, including ALL of the following elements A) Tenses B) Ordering of words Agreement of parts of speech, e.g. <u>watu wataenda</u>	No speech or single words.....0 Simple sentences (2/3 words)1 Sentences with 3 words +, with regular deviations from adult norms (grammar errors)2 Sentence 3/4 words+, with no grammar errors3 Don’t Know.....98
Q875	SEMANTICS Looking at the meaning of the child’s utterances. What was the HIGHEST LEVEL at which the expressed meaning?	No speech or one word, often difficult to understand what is being communicated0 Simple language but conveys meaning1 Describes simple events with detail.....2 Includes abstract concepts or connected ideas3 Don’t Know.....98
Q876	ARTICULATION This looks strictly at the sounds made, not at the meaning or order of the communication. Errors in speech production include stammer, mis-pronunciations due to a motor problem (not because new to language) Is the child’s speech unclear, partially clear or clear?	No speech0 Unclear (includes regular errors which makes speech not possible to understand)1 Partially clear (has errors but generally intelligible in context)2 Clear3 Don’t Know.....98

VALIDITY – LANGUAGE - THIS SECTION SHOULD BE COMPLETED BY THE INTERVIEWER

Q877.1	For caregiver report sections:	Yes1 No2
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	Do you believe the test is valid?	Don't Know.....98 Not applicable.....99
Q877.2	If not, why not MARK ALL THAT APPLY YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE	Caregiver did not appear to understand questions. .1 Caregiver report did not seem accurate with examiner observations.2 Caregiver did not seem interested.3 Caregiver seemed to give answers to please the examiner4 Caregiver did not seem to know child well enough to answer with accuracy.....5 Other, Explain.6 Don't Know.....98
Q877.3	Specify other:	
Q877.4	For child assessment sections: Do you believe the test is valid?	Yes1 No2 Don't Know.....98 Not applicable.....99
Q877.5	If not, why not MARK ALL THAT APPLY YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE	Child was sick1 Child was tired or asleep2 Child was not cooperative3 Child was too shy to engage4 Child was upset and crying5 Child was not cognitively or physically competent to complete the test6 Other, Explain, _____7 Don't Know.....98
Q877.6	Specify other:	

SELF-HELP/ ADAPTATION (THIS SECTION ONLY FOR CHILDREN AGED 9 MONTHS or OLDER)

All the items in this section rely on maternal report. At the beginning of this section, say to the parent:

ENG: "We will now talk about those activities which your child can do for him/herself, and those for which s/he requires assistance."

SWA: “Tutaongea kuhusu shughuli ambazo mtoto wako anaweza kujifanyia mwenyewe, na zile ambazo anahitaji usaidizi.”

<p>Q879.1</p>	<p>ENG: How does your child get dressed? How much help do you give?</p> <p>SWA: Huwa mtoto anafanya nini ukitaka kumvalisha nguo kama shati, sweta ama koti, suruali ama skati?</p>	<p>The child is unable to dress him/herself.0</p> <p>The child tries to raise or reach out hands to help the person dressing him/her.1</p> <p>The child is able to put on most of his/her clothes but need help with some things, for example. buttons/ zippers or lacing up shoes.....2</p> <p>The child can completely dresses on his/her own without any help, even with buttons and zippers and tying shoes.....3</p> <p>Don't Know.....98</p>
<p>Q879.2</p>	<p>ENG: Is your child able to take his/her clothes off on his/ her own? Can child undress himself by taking off clothing such as socks, cap, shoes or gloves?</p> <p>SWA:”Mwanao anaweza kuvua nguo mwenyewe? mtoto huwa anavua mwenyewe nguo kama soksi, kofia, viatu, nepi/diaper?”</p>	<p>The child is unable to undress him/herself or can only remove something simple like a hat. ...0</p> <p>The child tries to get out of clothes when being undressed.1</p> <p>The child is able to remove his/her pants or socks without help from another person.2</p> <p>The child undresses him/herself completely on his/her own without help from another person.....3</p> <p>Don't Know.....98</p>
<p>Q879.3</p>	<p>ENG:“How does your child drink liquid? Does your child drink anything from a cup? How much help does the child need?” ”</p> <p>SWA:”Huwa anakunywa vipi kinywaji? huwa anakunywa kwenye kikombe? Anataka usaidizi kiasi gani?”</p>	<p>The child is not able to drink from a cup, only from the breast, bottle or a spoon.....0</p> <p>When the parent puts the cup to the child's mouth, the child is able to drink from a cup. The child can sip but does not hold the cup at all.....1</p> <p>The child can partially hold the cup and drink from it but still needs help from the parent.....2</p> <p>The child can hold the cup to his/her lips and drink on her/his own. The parent does not need to help in any way.....3</p> <p>Don't Know.....98</p>
<p>Q879.4</p>	<p>ENG: Is child able to feed him/herself? Does s/he use her/his hands or a spoon? Does some of the food spill when s/he is eating?</p>	<p>The child is unable to feed him/herself.....0</p>

	<p>SWA:”Huwa anajilisha mwenyewe? Huwa anatomia mikono au kijiko kujilisha? Kuna chakula chengine ambacho huwa anajimwagia anapokula?”</p>	<p>The child tries to feed him/herself with fingers, but often drops the food. Spillage allowed.....1</p> <p>The child can use a spoon. Some spillage allowed.....2</p> <p>The child is able to use his/her hands or a spoon to feed him/herself without any spillage.....3</p> <p>Don't Know.....98</p>
Q879.5	<p>ENG: How long before you have to change your child's undergarments? Can your child stay dry for an hour without peeing on him/herself?</p> <p>SWA:”Ni kwa muda gani unaweza chukua bila kumbadilisha suruali/diaper ? Huwa anakaa kama lisaa limoja bila kujikojolea? ”</p>	<p>Not able to stay dry.....0</p> <p>Stays dry for most of the day / The child may still wet the bed at night.....1</p> <p>The child stays dry for most of the day and most nights.....2</p> <p>Stays dry for the whole day/ and most nights. ... 3</p> <p>Don't Know.....98</p>
Q879.6	<p>ENG: Does your child indicate when s/he has peed on her/himself and s/he is wet? For instance, does your child cry, get fussy or tell you when s/he's wet?</p> <p>SWA:”Mtoto wako huwa anaonyesha ishara ikiwa ameenda haja ndogo? Huwa Analia, kuwa na wasiwasi ama kukwambia ikiwa amejikojolea?”</p> <p>Note: If child comes to parents to indicate that they are wet, code it as “Always cries or gets fussy when wet”</p>	<p>Does not indicate, parent always has to check...0</p> <p>Cries or gets fussy when wet, sometimes. ...1</p> <p>Always cries or gets fussy when wet.2</p> <p>Tries to remove the wet item of clothing.3</p> <p>Don't Know.....98</p>
Q879.7	<p>ENG: What does your child do when s/she wants to pee? Does s/he get fussy or point to the toilet?” (Does s/he tell you with words?)</p> <p>SWA:”Mtoto’hufanya nini ikiwa anahisi mikojo? Huwa anakuwa na wasiwasi au kukuonyesha choo mahali kipo?” (Hukwambia kwa maneno?) ”</p>	<p>The child does not indicate in any way that s/he wants to pee.....0</p> <p>The child cries, gets fussy or points to the toilet when s/he wants to pee.....1</p> <p>The child tells someone with words that s/he wants to pee.....2</p> <p>The child goes to the toilet by him/herself.....3</p> <p>Don't Know.....98</p>
Q879.8	<p>ENG: Does your child ever soil him/herself? Is s/he clean all of the time?</p> <p>SWA:”Huwa anajinyelea? Huwa msafi wakati wote?”</p>	<p>The child still soils him/herself.....0</p> <p>The child sometimes has one or two accidents in a day1</p> <p>The child is rarely dirty by day and is clean most of the time.....2</p>

		The child's bladder and bowel control is complete and s/he is rarely dirty by day or night.....3 Don't Know.....98
Q879.9	ENG: "At what level does your child perform regular activities?" "How often does s/he show lethargy in regular activities?" SWA: " Ni kwa kiwango gani huwa mtoto wako huhusika na shughuli za kila siku ? Huonyesha chovu katika utendaji wa hizi shughuli mara ngapi?"	Low energy level, child unable to take part regularly in activities0 Child can only attempt activities of a short length.....1 Child active, but needs encouragement to start and or complete activities2 Child very active, begins activities alone, and keeps going until completed.3 Not applicable99
Q879.10	ENG: "What does your child do during bath time?" SWA: " Je mtoto wako hufanya nini wakati wa kuoga ? ”	Unable to bathe self 0 Tries to help the person bathing him/her 1 Bathes self with minimal assistance 2 Bathes self without any assistance 3 Don't Know.....98
Q879.11	ENG: "How much supervision does your child need to complete his/her homework?" SWA: "Je, mtoto wako hufanyaje kazi yake ya ziada?"	Cannot do homework or has no homework.....0 Child needs close help and supervision.....1 Child needs minimal help.....2 Completes homework unsupervised.....3 Not assessed.....99
Q879.12	ENG: How does your child run simple errands out of the compound?" (e.g fetching items, passing single message, buying things from shop) SWA: " Je huwa mtoto wako anatumika maagizo rahisi nje ya boma? (E.g kutafuta vitu, kupeleka ujumbe mmoja, kununua vitu dukani) ”.	Not yet able or not allowed 0 Runs errands that are close by, and supervised ... 1 Runs errands that are close by, without supervision . 2 Runs errands without supervision, at greater distance (totally out of site of family member or compound) 3 Don't Know.....98

VALIDITY – SELF-HELP/ ADAPTATION - THIS SECTION SHOULD BE COMPLETED BY THE INTERVIEWER

Q880.1	Do you believe the test is valid?	Yes 1 SKIP TO END No 2
Q880.2	If not, why not	Caregiver did not appear to understand questions. 1

	<p>MARK ALL THAT APPLY</p> <p>YOU CAN'T CHOOSE BOTH "DON'T KNOW" AND A VALID RESPONSE</p> <p>Note interviewer: if you have a lot of trouble in coding responses, mark 6 and explain</p>	<p>Caregiver report did not seem accurate with examiner observations.2</p> <p>Caregiver did not seem interested.3</p> <p>Caregiver seemed to give answers to please the examiner4</p> <p>Caregiver did not seem to know child well enough to answer with accuracy.....5</p> <p>Other, Explain.6</p> <p>Don't Know.....98</p>
Q880.3	Specify other:	

SOCIAL DEVELOPMENT INTERPERSONAL SKILLS

Supplement your observations with the parental report when necessary to establish the child's consistent behaviours. We are interested in finding out the child's interest in and ability to interact with other people.

As an introduction to this section, say to the caregiver/parent:

ENG: "Now let's talk about how interested your child is in others, and how she gets on with others."

SWA: "Sasa tuzungumze vipi 'jina la mtoto' huwa na wenzake na vipi huingiliana na wengine."

Q882.1	<p>Follows a moving person with eyes.</p> <p>ENG: "If someone else is holding the baby and you are talking while moving around the room, how will the baby react?" Have you seen the baby try to search for you and follow you with his/her eyes?</p> <p>SWA: "Ikiwa mtu mwingine amemshika mtoto na unaongea ukiwa unazunguka chumbani, atafanya nini? Ushawai kumuona mtoto akikutafuta na kukufuata kwa macho?"</p>	<p>Does not look in your direction or show interest 0</p> <p>Follows a moving person with his/her eyes only very briefly.....1</p> <p>Shows interest by looking at you when you are in front of them, but rarely follows you as you move away.....2</p> <p>Follows a moving person with eyes and shows interest in her.3</p> <p>Don't Know.....98</p>
Q882.2	<p>Responds to vocalization.</p> <p>ENG: "When you talk to your child, what does s/he do?" (Does/he smile or talk back at you?)</p> <p>SWA: "Ukiongea na mwanao huwa anafanyaje? (anakuchekea ama kukujibu?)</p> <p>NOTE TO INTERVIEWER: Ask about frequency, whether every time or sometimes</p>	<p>The child does not react in anyway.....0</p> <p>The child smiles in response to the parent talking to him/her1</p> <p>The child sometimes vocalizes when talked to.....2</p> <p>The child always vocalizes when talked to.3</p>

		Don't Know.....98
Q882.3	<p>Child can select a person to comfort them.</p> <p>ENG:“When your child is upset and you try to comfort him/her, what does s/he do?”</p> <p>SWA:”Ikiwa amekikasirika na ujaribu kumbembeleza, huwa anafanya nini?”</p>	<p>The child is not comforted by any adult. ...0</p> <p>The child can be comforted by an adult, and reacts to all adults, including the parent, in the same way.....1</p> <p>If the child is crying or fussing, the child prefers to be comforted by a familiar person, particularly the parent.....2</p> <p>When upset the child looks for a specific person to comfort her/him.....3</p> <p>Don't Know.....98</p>
Q882.4	<p>Recognizes other people.</p> <p>ENG:“Does your child know other people? How do you know that?”</p> <p>SWA:”Mtoto wako huwa anatambua watu wengine? Unaejuaje?”</p> <p>Note: this question aims to see whether the child can distinguish familiar people and strangers.</p>	<p>The child reacts the same way to both family members and visitors; the child does not distinguish one from the other.....0</p> <p>The child can distinguish strangers from the familiar people; for instance, the child may cry when held by a stranger1</p> <p>The child seeks contact from familiar people; for instance, if the parents come back home, the child reaches out for them to hold him/ her.....2</p> <p>The child goes happily with a familiar person and does not get too upset that the parent is leaving....3</p> <p>Don't Know.....98</p>
Q882.5	<p>Call the child's name and observe his/her reaction.</p> <p>If the child turns and looks at you:</p> <p>ENG:“How long has the child been doing this? If you call your child's name, what does/he do?”</p> <p>Ask the caregiver</p> <p>“ Call the child's name.”</p> <p>SWA:”Amekuwa akifanya hivi kwa muda gani sasa? Ukimuita mtoto wako jina lake, huwa anafanya nini?”</p> <p>Mwambie mama</p> <p>“Muite jina lake”</p>	<p>The child does not react to his/her name.....0</p> <p>The child reacts in the same way as to any other name or word.....1</p> <p>The child clearly reacts to his/her name and recognizes that s/he is being called. For e.g. the child turns his/her head toward the person who is called his/her name.....2</p> <p>The child turns toward the person and vocalizes a response.....3</p> <p>Don't Know.....98</p>

<p>Q882.6</p>	<p>Plays with others.</p> <p>Note: This item is about how close they are to others when they play, it is not about how well they cooperate (such as fights etc). That is covered in emotional development below.</p> <p>ENG:“What happens when your child is playing and other children are around? Have you seen your child look at what other children are doing and show an interest in them? Have you seen him/her play next to other children? Have you seen him/her join in games and play together with other children?”</p> <p>SWA:”Kunatokea nini mtoto wako akicheza na watoto wengine wako karibu? Ushawai muona kiangalia watoto wengine wanafanya nini na kuwa na hamu yao? Ushamuona akicheza kando ya watoto wenzake? Ushawai muona akiungana na wenzake kwenye michezo na kucheza pamoja na watoto wengine?”</p>	<p>The child sits alone and does not watch other children who are nearby. The child shows no interest in others playing around him/her.....0</p> <p>The child watches other children who are playing. The child is interested in what other children are doing.....1</p> <p>The child plays next to other children and watches them. Each child plays individual games but they are playing next to each other and watching each other.....2</p> <p>The child plays games with other children. The children are interested in playing the game together.....3</p> <p>Don't Know.....98</p>
<p>Q882.7</p>	<p>Greet visitors appropriately</p> <p>ENG:”What does your child do when you have visitors at home? How does she/he do to greet them?”</p> <p>SWA:” Je nyumbani wageni wakija mtoto wako hufanya nini? Huwa anafanyaje kusalimia wageni?</p>	<p>Cannot tell the differences between stranger and family members.....0</p> <p>Looks at stranger longer1</p> <p>Greet when guided to2</p> <p>Greets without guidance3</p> <p>Don't Know.....98</p>
<p>Q882.8</p>	<p>Taking care of others needs</p> <p>ENG:”How does your child know that another child needs her/his things? What does she/he do when he/she recognizes another person needs it?”</p> <p>SWA:” Je huwa anajuaje kama mwenzake anahitaji kitu chochote, na hufanyaje akigundua mwenzake anahitaji?”</p>	<p>Not able to take care of others need.....0</p> <p>Brings/shares food and toys to engage with others to increase relationship.....1</p> <p>Prepares for a social situation or care for another with guidance (e g. might bring a chair or a cup but guides to appropriate chair)2</p> <p>Can attend to the need of others without guidance.3</p> <p>Don't Know.....98</p>

Q882.9	<p>Comforts another who is in distress</p> <p>ENG:”What does your child do when he/she sees another child is distressed?</p> <p>SWA:” Huwa anafanya nini akiona mwenzake amedhiwa na Analia?”</p>	<p>No response 0</p> <p>Turns or looks concerned when another cries ...1</p> <p>Attempts to give comfort, (stroking/ kissing/ hugging) briefly2</p> <p>Gives comfort until person has calmed.....3</p> <p>Don’t Know.....98</p>
Q882.10	<p>Resolving arguments of others</p> <p>ENG:” What does your child do when he/she sees other children arguing?</p> <p>SWA:” Je mtoto wako hufanya nini akiona wenzake wanagombana?”</p>	<p>Not able to resolve argument of others0</p> <p>Does not get involved1</p> <p>Attempts to resolve by pushing them apart or by saying ‘sush sush’2</p> <p>Can find resolution for others3</p> <p>Don’t Know.....98</p>
Q882.11	<p>Child recognizing appropriate boundaries with strangers</p> <p>ENG:” What happens when a stranger tries to touch your child?”</p> <p>SWA:” Je, ni nini hufanyika mgeni akijaribu kumgusa mtoto wako?</p>	<p>Allows touch from stranger0</p> <p>Shows some discomfort if stranger touches1</p> <p>Tries to move away from stranger from touch2</p> <p>Pushes away/ moves away from stranger touch...3</p> <p>Don’t Know.....98</p>

VALIDITY – SOCIAL DEVELOPMENT - THIS SECTION SHOULD BE COMPLETED BY THE INTERVIEWER

Q883.1	Do you believe the test is valid?	<p>Yes1 SKIP TO END</p> <p>No2</p>
Q883.2	<p>If not, why not</p> <p>MARK ALL THAT APPLY</p> <p>YOU CAN’T CHOOSE BOTH “DON’T KNOW” AND A VALID RESPONSE</p> <p>Note interviewer: if you have a lot of trouble in coding responses, mark 6 and explain</p>	<p>Caregiver did not appear to understand questions.1</p> <p>Caregiver report did not seem accurate with examiner observations.2</p> <p>Caregiver did not seem interested.3</p> <p>Caregiver seemed to give answers to please the examiner4</p> <p>Caregiver did not seem to know child well enough to answer with accuracy.....5</p>

		Other, Explain.6 Don't Know.....98
Q883.3	Specify other:	

EMOTIONAL DEVELOPMENT – SELF REGULATION

Introduce this section by saying:

ENG: "I would like to ask you a few questions about your child's behavior, such as eating habits, playing, etc."

SWA: "Ningependa kukuuliza maswali machache kuhusu tabia za mtoto wako kama ulaji, kucheza N.K."

The following questions measure the development of the child toward independence, emotional regulation and emotional control. To complete these questions, you are required to evaluate (according to descriptions or behaviors provided by the parent and through observations) how 'easy' the child is to manage. Completing the questions requires judgment on whether the specific behaviors cause a management problem for the family. For a behavior to be a problem, it needs to impact how the family needs to organize themselves to cope with the child. Each response needs to take into account both frequency (how often: never, sometimes or always) and degree (not disruptive/problematic at all, mildly disruptive or very disruptive). The response also needs to take the child's age into account.

Q885.1	<p>Eating.</p> <p>ENG: "Tell me about the appetite of your child. What happens when you feed your child? How was your child eating in the last month? When comparing your child with other children of the same age can you say whether your child likes eating or not?"</p> <p>SWA "Ningependa unieleze kuhusu malaji au hamu ya chakula ya mtoto wako; Ukimpa chakula hufanyaje? Alikuwa akila vipi katika kipindi cha mwezi mmoja uliopita? Unapomlinganisha mwanao na watoto wengine wa umri wake, unaweza kusema yeye huwa ana hamu kula au la?"</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Always major issue. Runs away at the sight of food/ has to be forced to eat at every meal/ may spit food out.....0</p> <p>Mild issue. Sometimes refuses different types of foods and/ or needs managing at mealtimes.....1</p> <p>Not an issue. Eats all foods/happy to eat, maybe only an odd exception (e.g. specific dislikes).....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.2	<p>Going to bed.</p> <p>ENG: "How will you know your child is sleepy? Children shows different behaviours when they are sleepy, some may cry, some may just lie down on the ground anywhere and sleep, and others easily go to bed to sleep. How does your child behave when</p>	<p>Trouble sleeping happens every night. The child requires special and extensive routine to go to sleep.0</p> <p>May have trouble falling asleep but only once in a while.1</p> <p>Has no trouble falling asleep.....2</p>

	<p>he/she is sleepy? Does your child behave the same way most of the times or always?"</p> <p>SWA: Sasa tuzungumzie kuhusu malazi ya mwanao. Utajuaje mwanao ana usingizi? Watoto huonyesha tabia tofauti wakati wanahisi usingizi kama wengine hulia, hujilaza chini mahali popote, au kwenda kwa kitanda na kulala n.k. Je mtoto wako akihisi usingizi huonyesha tabia gani? Hufanya hivi mara kwa mara au wakati wote?</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.3	<p>Resolving disagreements.</p> <p>ENG:"Does this child quarrel with other children?"</p> <p>SWA:"Je mtoto huyu hubishana na wenzake?"</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Can't ever resolve a quarrel or child seen to start quarrels daily.....0</p> <p>Occasionally gets into quarrels or starts the quarrels.....1</p> <p>Will respond to others quarreling by stopping/ withdrawing/ resolving.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.4	<p>Co-operative play(not just brothers and sisters).</p> <p>ENG:"Does your child have trouble or become aggressive when playing with other children? Does h/she have trouble sharing or playing cooperatively? Does this happen most of the time?"</p> <p>SWA:"Mtoto wako huchezi vizuri na wenzake. Je mtoto wako anapocheza na wenzake wao? Hubishana? Wao hubishania nini?Jambo hili hutokea mara kwa mara?"</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Does not play well with others. Daily shows aggression towards others for no apparent reason, does not want to share toys with others, will start fights.....0</p> <p>Has occasional difficulties and does not always willingly share toys with others. Can show aggression towards others and will get involve in fights.....1</p> <p>Always plays well with others. Shares toys, enjoys company of others and games will not end in tears because of him/her.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.5	<p>Hits, shoves, kicks or bites other children.(not just brothers and sisters).</p>	<p>Does it daily0</p>

	<p>ENG: "In the quarrelling state has your child attempted to beat another child using a stick, stone, kicking or pushing or biting?"</p> <p>SWA: "Kwenye huo ubishani mtoto wako amewahi kupiga wenzake na kijiti, jiwe, teke, kusukuma au kuuma?"</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Sometimes, for some reason or in context e.g has been provoked by other children..... 1</p> <p>Never been observed.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.6	<p>Jealousy.</p> <p>ENG: "Does your child show jealousy of others some of the time? When you carry another child apart from your child or give to other children your child's toys to play with, how does your child respond to that?"</p> <p>SWA "Unapombeba mtoto mwengine au kuwapa watoto wengine vitu vya kuchezea, mtoto wako hufanya nini? Je anaonyesha wivu baadhi ya wakati ama wakati wote?"</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Hits, bites or kick the parent or the items of jealousy. Cries or throws a tantrum on seeing the parent carrying another child. Pushes or attacks the person they think is taking their place.....0</p> <p>Sometimes, some particular instances trigger displays of jealousy, but the jealousy is not violently expressed e.g the child may just cry or lean on the parent complaining or wanting to be carried..... 1</p> <p>Is not jealous in instances that may trigger jealousy.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.7	<p>Reaction to parent's departure.</p> <p><i>For children 11 months and younger it is important that they do show distress.</i></p> <p>ENG: "What happens to your child when sees you going?"</p> <p>SWA: "Huwa anafanya nini akikuona unaondoka?"</p>	<p>The child cries when the parent is leaving and this continues even after the parent's departure. The child hangs on to the parent and delays the parent's departure. The parent has to hide to get away. (Ask for the regularity).....0</p> <p>Okay sometimes. The child can cry a bit and needs to be distracted. Keeps quiet after you leave and can stay comfortable after that. The child does not show extreme distress..... 1</p> <p>The child shows little or no distress at the caregiver's departure but settles down before you leave. Distress does not delay departure.....2</p> <p>Don't Know.....98</p>
Q885.8	<p>Independence in daily tasks. (This is about how much help they seek, not what they can and cannot do)</p>	<p>Sits there and expects everything to be done for him/her, even those tasks that the child CAN do alone.....0</p>

	<p>ENG: "What are the things your child tries to do for him or herself? Does h/she demand help for activities that they can do for themselves. These are things like eating, dressing and drinking. Does your child try to do some of these things by him or herself? Or does he/she want it done for him/her by someone else? Is there something your child can do by him/herself but refuse to do? Or because he/she wants you or someone else to assist?"</p> <p>SWA: "Ni vitu gani ambavyo mtoto hujaribu kujifanyia mwenyewe? Kama kula, kuvaa, kunywa. Mtoto wako anajaribu kufanya kila kitu mwenyewe au anataka kufanyiwa? Kuna jambo ambalo mtoto anaweza kufanya mwenyewe lakini yeye hakubali kufanya; kwa sababu labda angependa wewe au mtu mwengine nyumbani amsaidie?"</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Sometimes tries to help themselves with daily living tasks1</p> <p>The child tries to do things on her/his own e.g. attempts to feed self, tries to remove panty for the younger child. For the older child, e.g. dressing, washing, tidying up.</p> <p>Exception is when the child is sick.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.9	<p>Follows rules, spoken or unspoken.</p> <p>Many of these rules are about being safe or staying close to the house. Some of the things a child is expected of at home are like greeting people in the morning when he wakes up, welcoming parents when they are arriving from somewhere and also being able to know the right time for playing and the right time to be doing home chores without even being pushed most of the time?"</p> <p>ENG: "May be there are places you don't want your child to go, or things you don't want your child to touch. Tell me if there are any rules in this house? What does s/he do when you say NO?"</p> <p>SWA: "Labda kuna mahali hutaki mwanao aende ama kuna kitu hutaki ashike. Ningependa unieleze kama kuna sheria zozote ambazo mmeweka kwa nyumba yenu? Huwa anafanya nini ukimwambia 'hapana'. Hizi sharia zinahusu usalama ama kuwa nyumbani. Vitu vyengine ambayo mtoto anatarajiwa kufanya nyumbani kama kusalimia watu asubuhi akiamka, kukaribisha wazazi ikiwa wanarudi kutoka</p>	<p>Does not follow rules. Discipline appears to make no difference in their behavior.....0</p> <p>Follows rules but not always. Stop behavior briefly when told off, or asked to stop then repeats it.....1</p> <p>Follows rules/ does what s/he is told to do/ listen to parents.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>

	<p>walipokuwa na pia kujua wakati mzuri wa kucheza na wakati wa kufanya vitu anatakikana kufanya bila kusukumwa kila wakati.</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	
Q885.10	<p>Taking Care of objects and property</p> <p>ENG: “Does he/she breaks or ruins things on purpose? Has your child ever broken things in the house or outside the house purposely?”</p> <p>SWA: ”Je ameshawahi kuvunja/ kuharibu vitu kwa maksud hapa nyumbani au nje kwa makusudi?”</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>When angry (or to get your attention), the child is destructive. The child is aware of the consequences of his/her action. The destruction happens both in the house and outside.....0</p> <p>Sometimes has broken or ruined things when angry, or to get your attention, has happened in the past one month.....1</p> <p>The child breaks things only accidentally/ or has never been observed.....2</p> <p>Don’t Know.....98</p> <p>Not applicable99</p>
Q885.11	<p>Adjusting to changes.</p> <p>ENG: “How does your child behave when there is any change of routine? Like shifting from house to house, when visitors come, different place to sleep, different utensils used for feeding, clothes which does not belong to him/her.”</p> <p>SWA: “Ni tabia gani alizonazo mtoto wako anapokumbana na mabadiliko Fulani? Kama kuhama, wageni wakija, mahali pa kulala, vyombo vya kukulia, kuvaa nguo zisizo zake.”</p>	<p>Reacts badly, for example stopping eating, sleeping or gets very fussy, Not consolable or gets distressed again after a while. Often happens in different contexts and requires extended consolation.....0</p> <p>Fusses/ cries, but is consolable after sometime: has happened sometimes and not always.....1</p> <p>Accepts changes (changing houses, sleeping places, feeding equipment etc.) quite fast/ easily. May complain slightly with occasional whispering or withdrawal. If it has happened once or the child has never experience any changes,.....2</p> <p>Don’t Know.....98</p>
Q885.12	<p>Hits, bites or kicks you, or other parents.</p> <p>ENG:”How does your child behave when his/her toys are taken away by you or any other parent, or s/he is stopped from going out, or denied something like a ball, or any other thing? Does s/he ever hit or kick you? When did he/she do that?”</p> <p>SWA:“Je mwanao huonyesha tabia gani vitu vyake vya kuchezea ukivichukua ama vikichukuliwa ni mzazi mwingine, akikatazwa kwenda nje ama</p>	<p>Does it daily.....0</p> <p>Sometimes, for some reason or in context e.g. like when denied something very important to him/her1</p> <p>Never been observed.....2</p> <p>Don’t Know.....98</p> <p>Not applicable99</p>

	<p>akatazwe kitu kama mpira ama kitu chochote na mzazi mwingine? Lini alifanya hivyo?"</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	
Q885.13	<p>Anger management.</p> <p>ENG:" what does your child do when she/he is angry? Does he/she get angry quickly? Is s/he short tempered?"</p> <p>SWA: "Mtoto wako anafanya nini ikiwa amekasirika? je anakasirika kwa haraka? Ana hasira za muda mfupi."</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Often gets very upset/ angry. Could be several times a day, and takes a while to calm down.....0</p> <p>Can get upset or angry, but not often, and then needs some consoling to calm down.....1</p> <p>Can get upset, but not very upset/ angry; easily consolable.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.14	<p>Cries or throws tantrums until s/he is exhausted.</p> <p>ENG:"Does your child screams loud and rolling on the ground when crying or when angry? When was the last time she/he did that? How long does he/she take to calm down? (duration)"</p> <p>SWA "Huwa mtoto anapiga kelele na kugaagaa chini anapolia ama kukasirika? mara ya mwisho yeye kufanya hivyo ilikuwa lini? wakati anapokasirika huchukua muda gani kumaliza hasira zake?"</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use 'not applicable' if parents indicate that child is too young.</p>	<p>Very frequent or daily tantrums that endanger the physical wellbeing of the child/child is very violent to the point of exhaustion.....0</p> <p>Tantrums but very occasionally (not even weekly).....1</p> <p>May cry but no tantrums/ violent expression of anger when upset/angry.....2</p> <p>Don't Know.....98</p> <p>Not applicable99</p>
Q885.15	<p>Solving disputes.</p> <p>ENG:"Who can calm the child down? What does your child do when playing with some other children then one of them upset him/her while you are not around?"</p> <p>SWA: ""Nani anaweza kumnyamazisha mtoto? huwa mtoto anafanya nini ikiwa anachaza na watoto wengine, na mmoja wao amkasirishe ikiwa haupo?"</p>	<p>Not able to regulate emotion even with help, difficult to console0</p> <p>The child's first response is to look for the parent/ caregiver in the face of adversity and s/he never even attempts to solve own problem and quarrels, tries to escape1</p> <p>Young child : Easily calmed, Depends on your proximity to him/her but can sometime comfort self.....2.</p>

	<p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Older child: Does not rely on you to solve their quarrels/can comfort self.....3</p> <p>Don’t Know98</p> <p>Not applicable99</p>
Q885.16	<p>Sharing with others whatever they have.(Food, space, clothes and/or toys.)</p> <p>ENG: ”What happens when another child comes home to visit and your child is suppose to share his/her toys, clothes and food? What does your child do if there is a child in the house who asks your child to bring out the toys so they can play together?”</p> <p>SWA: “”Nini kinatokea mtoto mwengine akija kuwatembelea agawanye toys, nguo ama chakula? hufanya nini ikiwa kuna mtoto mwengine nyumbani amuulize atoe toyswachezee pamoja?”</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Will not share what is in his/her possession and does not want others to touch their possessions0</p> <p>Shares occasionally or shares some things and not others or certain times but not others.....1</p> <p>Shares willingly and easily connected to share toys, food and cloths2</p> <p>Don’t Know.....98</p> <p>Not applicable99</p>
Q885.17	<p>Attention: Is restless. Cannot sit still.</p> <p>ENG”How long can s/he play a certain game or listen to some stories? Is your child restless?</p> <p>SWA “Anachukua muda gani kucheza mchezo fulani ama kusikiliza hadithi? Mtoto wako ana tabia ya kutotulia?”</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Hyper active (always on the move, excessive motor activity and pervasive impulsivity), can survive on little sleep for age, little rest. Needs prompting to sit still.....0</p> <p>Is restless and has a high activity level.....1</p> <p>Can sit still, is restful and calm. Joins in activities..2</p> <p>Don’t Know.....98</p> <p>Not applicable99</p>
Q885.18	<p>Focus - Can pay attention for a long time. (not including TV.)</p> <p>ENG: For example ”Can she/he listen to you when you are telling him her what to do? And or</p> <p>Is he/she able to complete one game before starting another one?”</p>	<p>Spends less than 3 minutes on a game/task, never seems to not complete a task/game.....0</p> <p>Pays attention on some games/tasks that s/he is interested in (in certain contexts or at certain times) and not on others1</p> <p>Pays attention and can complete a task. No noticeable shift or wriggles.2</p>

	<p>SWA: “Anaweza kukusikiliza unapomwambia nini afanye? Anaweza kumaliza mchezo mmoja kabla ya kuanza mchezo mwengine?”</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Don’t Know.....98</p> <p>Not applicable99</p>
Q885.19	<p>Cannot wait for his/her turn.</p> <p>ENG: “Can he/she wait for his/her turn when playing with others?”</p> <p>SWA: “Je anaweza kusubiri zamu yake anapocheza na wenzake?”</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Never.....0</p> <p>Sometimes.....1</p> <p>Waits for his/her turn2</p> <p>Don’t Know.....98</p> <p>Not applicable99</p>
Q885.20	<p>Child receives appropriate praise constructively</p> <p>OBSERVATION FROM ASSESSMENT.</p> <p>ENG: What happens when adult praises the child.</p> <p>SWA: “Huwa mtoto anafanya nini mtu mkubwa akimsifu”</p>	<p>Does not react to praise.0</p> <p>Mixed inconsistent reactions.1</p> <p>Reacts positively to appropriate praise.2</p> <p>Don’t Know.....98</p> <p>Not applicable99</p>
Q885.21	<p>Discipline both in and out of the home</p> <p>ENG: “How does your child behave when in or out of the home? Do you have any worries about your child’s discipline?”</p> <p>SWA: “Mtoto wako ana tabia gani akiwa ndani au nje ya nyumba? Nieleze kama una hofu yoyote kuhusu nidhamu ya mtoto wako ?”</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Requiring or extreme problem requiring major change to family organization0</p> <p>Some/ limited problem perhaps requiring some changes in family structure or some extra guidance, monitoring and support1</p> <p>No problem2</p> <p>Don’t Know.....98</p> <p>Not applicable.....99</p>

<p>Q885.22</p>	<p>Mood: Inappropriate happiness or sadness</p> <p>ENG:” What are the things that make your child happy or sad? In the past one month was he/she happy or sad often? Was he/she laughing or crying without a reason?(frequency)</p> <p>SWA: “Ni mambo gani yanayo mfunahisha au kuhuzunisha mtoto wako? Katika kipindi cha mwezi moja uliopita, alikuwa na huzuni au furaha? Hucheka au kulia bila sababu ya maana? (Frequency)</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Extreme problem requiring major change to family organization0</p> <p>Some/ limited problem, perhaps requiring some changes in family structure or some extra guidance, monitoring and support1</p> <p>Family sees the child as even tempered, not requiring special support or strategies2</p> <p>Don’t Know.....98</p> <p>Not applicable.....99</p>
<p>Q885.23</p>	<p>Fears and worries eg about travelling out of house</p> <p>ENG: “ What is your child’s behavior if there is a sad event? How long does this take? Does he/she show fears and worries for usual events?e.g going to school?”(Frequency)</p> <p>SWA: “Mtoto wako huonyesha tabia gani kukiwa na tukio la huzuni au la kusikitisha. Hali hii huendelea kwa muda gani? Je, huonyesha hali ya wasiwasi kwa matukio ya kawaida, k.m. kuenda shuleni?” (Frequency)</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Regular or extreme problem requiring major change to family organization0</p> <p>Some/ limited problem perhaps requiring some changes in family structure or some extra guidance, monitoring and support1</p> <p>Family sees the child not fearful, not requiring special support or strategies.....2</p> <p>Don’t Know.....98</p> <p>Not applicable.....99</p>
<p>Q885.24</p>	<p>Understands feelings of others, sympathy/ empathy</p> <p>ENG: What is your child’s behavior when they see another child hurt or has been hurt? What does your child do when they see another child sad? Do they recognize sad or angry feelings in others?</p> <p>SWA: Ni tabia gani mtoto wako alizonazo anapoona kwamba mwenzake ameumia au ameumizwa?</p>	<p>Does not recognizes mood/feelings/changes in mood in others, or responds inappropriately0</p> <p>Child responds to the ‘extreme’ mood of others, but not to subtle or mild mood signs1</p> <p>Child recognizes and responds appropriately to mood of others, even when mild/subtle2</p> <p>Don’t Know.....98</p> <p>Not applicable.....99</p>

	<p>Huonyesha hali ya kujuta akiadhibiwa juu ya kosa alilotendea mwenzake?”</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	
Q885.25	<p>Complains about body pains of no known physical origin</p> <p>ENG: “ does your child complain about being sick most of the time? Which part of the body does she/he feels is aching? Is this pain accompanied by real sickness or any disease? (Frequency)</p> <p>SWA: “Nieleze kama mtoto wako hulalamika kuwa anaumwa mara kwa mara. Huumwa na sehemu gani ya mwili? Nieleze kama maumivu haya huambatana na homa mwilini au ugonjwa wowote. (Frequency)</p> <p>Note to interviewer: you may use any of the different question options that are provided.</p> <p>Note to interviewer: use ‘not applicable’ if parents indicate that child is too young.</p>	<p>Regular or extreme problem requiring major change to family organization0</p> <p>Some/ limited problem perhaps requiring some changes in family structure or some extra guidance, monitoring and support 1</p> <p>No problem2</p> <p>Don’t Know.....98</p> <p>Not applicable.....99</p>

VALIDITY – EMOTIONAL DEVELOPMENT - THIS SECTION SHOULD BE COMPLETED BY THE INTERVIEWER

Q887.1	<p>Do you believe the test is valid?</p>	<p>Yes1 SKIP TO END</p> <p>No2</p>
Q887.2	<p>Why not?</p> <p>MARK ALL THAT APPLY</p> <p>YOU CAN’T CHOOSE BOTH “DON’T KNOW” AND A VALID RESPONSE</p> <p>Note interviewer: if you have a lot of trouble in coding responses, mark 6 and explain</p>	<p>Caregiver did not appear to understand questions.1</p> <p>Caregiver report did not seem accurate with examiner observations.2</p> <p>Caregiver did not seem interested.3</p> <p>Caregiver seemed to give answers to please the examiner4</p> <p>Caregiver did not seem to know child well enough to answer with accuracy.....5</p> <p>Other, Explain.6</p> <p>Don’t Know.....98</p>

Q887.3	Specify other:	
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Interviewer: Now with your permission, I would like to measure and weigh [focal child].

Sasa kwa ruhusa yako,ningependa kupima urefu wa(focalchild)

Weight (1st measurement): _____ kg

Height (1st measurement): _____ cm

Weight (2nd measurement): _____ kg

Height (2nd measurement): _____ cm

VALID WEIGHT RANGE IS 2 TO 30 KG.

VALID HEIGHT RANGE IS 30 TO 90 CM.

IF NOT ABLE TO ASSESS WEIGHT OR HEIGHT, ENTER "98".

END OF INTERVIEW. THANK RESPONDENT, CONFIRM CONTACT DETAILS

Q891	Record problems and other issues with this interview using your handwritten notes	
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