

MELQO Direct Assessment (DA): ENUMERATOR BOOKLET PUNJAB VERSION

April 2018

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CORE Direct Assessment Enumerator Booklet
Punjab Version based on core Version dated 03.28.2017

Instructions:

This document will allow you to assess the development and early learning of young children (ages 3-6 years or entry to primary). Read all questions to children exactly as they appear. You will see two forms of font:

- **Bold type in boxes indicates things you, the enumerator, must say to the child out loud. Please read this type aloud to the child completely and exactly as it appears. This is important to ensure that the data will be collected in a standardized manner across all children.**
- *Italic type indicates instructions for you. Do not read these instructions aloud to the child.*

For the piloting, please take notes after every question if there was anything you noticed about the child's answer or understanding of the question.

Start time hh:mm — —

Throughout the assessment, offer neutral encouragement to the child. Say things like, 'You are working very hard - keep it up!' Do not indicate to the child that they correctly or incorrectly answered the question, except where indicated in practice trials. Give encouragement in between questions, rather than in the middle of questions. Do not give hints to questions or make facial expressions while the child is completing tasks.

Greeting and Verbal Consent

Hello, my name is _____. I work with Idara-e-Taleem-o-Agahi.
We are here to learn about how children, like you, learn things and if they know how to play some games.
I will ask you some questions about stories and pictures. Some activities will be easy for you and others may be harder. Don't worry if you cannot do some things. We just want you to try your best.
You can stop and take a break if you need to. Just let me know. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too.
Do you understand?
Do you have any questions?
Are you ready to start?

Check box if verbal consent is obtained

☐

Child ID: _____

*(If verbal consent is **not** obtained, thank the child and move on to the next child)*

#1 Literacy Interest					
Materials: Sheet #1 Literacy Interest Faces STOP RULES: None					
	Now I'm going to ask you some questions about how you feel about some things. There are no right or wrong answers. Place Sheet #1 Literacy Interest Faces in front of the child. Look at these faces. (point to the faces) If I say something you like, point to the happy face (point to the happy face), if you feel ok about it, point to this face (point to the middle/neutral face), if you don't like it, point to the sad face (point to the sad face). Do you understand?	Happy face (2)	Neutral face (1)	Sad face (0)	Child says I don't know/ no response (99)
1a	How do you feel when you look at pictures in a book?				
1c	How do you feel when someone asks you questions about what happened in a book?				
1d	How do you feel when you listen to a story either read from a book or told to you?				
1e	How do you feel about your books at school?				
1f	How do you feel when you tell a story?				
1g	How do you feel about learning to read?				
1h	How do you feel about learning letters?				
1i	How do you feel about going to school?				
1j	How do you feel about drawing pictures?				
1k	How do you feel about writing?				

Notes:

#2 Expressive Language					
Materials: None STOP RULES: None					
	I will point to some parts of my body. Tell me the name of this body part, for instance (pointing to nose), this is my nose. Point to the following body parts (on enumerator's body) one by one and ask child to name the different body parts.	Correct answer	Correct (1)	Incorrect (0)	Child says I don't know or no response (99)
2a	Tell me the name of this body part. (point to eye)	Eye/eye lash/eyeball/eyelid			
2b	Tell me the name of this body part. (point to ear)	Ear			
2c	Tell me the name of this body part. (point to tooth)	Tooth/teeth. If child says mouth/lips, prompt once			
2d	Tell me the name of this body part. (point to hand)	Hand or palm. If child says fingers, prompt once.			
2e	Tell me the name of this body part. (point to knee)	Knee. If child says leg, prompt once.			

Notes:

#3 Expressive Vocabulary			
<i>Materials: None</i> <i>Prompting: If the child is stuck at less than 10 items, you can PROMPT ONCE by saying, What else can you name that you can eat/that are animals? For foods, if the child says a type of food, such as "fruit", prompt by saying, "what kinds of fruit? Can you say the names?"</i> <i>STOP RULES: None</i>			
		Highest Number of items stated	Child says I don't know/ no response (99)
3a	Name as many things that you can eat as you can.		
	Write in responses (stop at 10):		
3b	Tell me the names of all the animals that you know.		
	Write in responses (stop at 10):		

Notes:

#4 Letter Identification					
<i>Materials: Sheet #3 Letters and a blank sheet of paper to cover a column</i> <i>Prompting: Self-correcting is allowed. If the child gets stuck for more than 5 seconds, point to the next letter and say: Let's try this one.</i> <i>STOP RULES: Five letters consecutively incorrect</i>					
	We will play an alphabet letter game now. <i>Place the Letters Sheet in front of the child. Using another sheet of blank paper, cover the right column.</i> Here are some letters. Point to each letter and tell me the name of the letter. <i>Have the child point to the first letter in the left column and ask the child:</i> What letter is this? <i>Child should continue pointing to each letter down the column.</i>		Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
4a		b			
4b		s			
4c		a			
4d		t			
4e		m			
4f		u			
4g		d			
4h		v			
	<i>When the child finishes the last letter in the left column, cover the left column and have the child point to the first letter in the right column.</i> What letter is this? <i>Child should continue pointing at each letter down the column.</i>				
4i		a			
4j		q			
4k		e			
4l		r			
4m		n			
4n		l			
4o		o			
4p		k			
	Check if stop rule was used.				

Notes:

#5 Letter Sound Identification

Materials: None

Prompting: If the child does not respond after 10 seconds, mark as "No response" and say the next prompt.

STOP RULES: None

THE LETTERS LISTED HERE ARE PLACEHOLDERS ONLY, EACH LANGUAGE WILL HAVE DIFFERENT LETTERS AND SHOULD USE COMMON AND EARLY TAUGHT LETTER SOUNDS.

	(For "/phoneme/", say the sound, not the name). Now I want you to tell me the sound each letter makes. <i>If the child responds with the letter name (for example, says T), prompt ONCE for the child to say the sound the letter makes.</i> That's the letter name, tell me what sound it makes. If the child says the letter name again or does not respond, go to the next item.	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
5a	<i>Say: What sound does the letter T make?</i>	Produces phoneme sound correctly			
5b	<i>Say: What sound does the letter S make?</i>	Produces phoneme sound correctly			
5c	<i>Say: What sound does the letter B make?</i>	Produces phoneme sound correctly			
5d	<i>Say: What sound does the letter V make?</i>	Produces phoneme sound correctly			
5e	<i>Say: What sound does the letter F make?</i>	Produces phoneme sound correctly			

Notes:

#6 Initial Sound Discrimination

Materials: None

Prompting: Repeat the list of words ONCE per question if needed. If the child does not respond after 5 seconds, mark as "No response" and say the next prompt.

STOP RULES: None

THE WORDS LISTED HERE ARE PLACEHOLDERS ONLY, EACH LANGUAGE WILL HAVE DIFFERENT LETTERS AND SHOULD USE COMMON AND EARLY TAUGHT LETTER SOUNDS.

PRACTICE TRIAL:

Let's play another game. This is a listening game.

I like "hats." "Hat" starts with /h/ (Say the sound, not the letter name).

Hats like words that start with his sound /h/ (Say the sound). Let's see what words he will like.

What starts with/h/: ham, bread, or bean?

If the child gives an incorrect response, say "Ham starts with /h/so hat will like ham."

	Are you ready to play some more?	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/no response (99)
6a	Saba starts with /s/. What else starts with /s/? XX Saib XX				
6b	Ali starts with /a/. What else starts with /a/? Aam XX XX				
6c	Kitab starts with /k/. What else starts with /k/? XX XX XX				

Notes:

#7 Listening Comprehension Story

Materials: None

Prompts: Each question may be repeated ONCE if needed.

STOP RULES: None

Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?

This story is called The Mouse and the Cat

Once upon a time there was a fat cat. He always wore a red hat. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry, and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse cried to the cat, "Please don't eat me cat. If you spare my life, I will return your hat." So, after getting back his hat the cat said, "Never touch my hat again" and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.

Ask each question slowly and clearly.

	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
7a	Who stole the cat's hat?	The mouse			
7b	What was the color of the hat?	Red			
7c	Why was the cat chasing the mouse?	Because the mouse took/stole its hat.			
7d	Where did the cat trap the mouse?	Under the table			
7e	Why did the cat decide not to eat the mouse?	Because the mouse gave back the hat			

Gove, A., & Wetterberg, A. (Eds.) (2011). *The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy*. (RTI Press Publication No. BK-0007-1109). Research Triangle Park, NC: RTI Press.

DOI: [10.3768/rtipress.2011.bk.0007.1109](https://doi.org/10.3768/rtipress.2011.bk.0007.1109)

Notes:

#8 Name Writing						
<i>Materials: One blank piece of paper (next page), pencil or pen.</i> STOP RULES: If the child does not write for one minute after your instructions or if the child takes longer than 2 minutes to write, stop and say, <i>We're going to move on to our next game now.</i>						
	Instructions		Correct (1)	Incorrect (0)	Child says 'I don't know' /No response (99)	
8a	<i>Place the blank piece of paper and the pencil or pen in front of the child.</i> Say: Now we are going to write. Write your name here. Just try your best.	Child writes name correctly including: -all letters of name (correct orientation) -in correct order				
8b	<i>If incorrect, describe what the child wrote.</i>		Scribbles, no discernable symbols (1)	Symbol-like marks (2)	Non-name letters (3)	
		Check one box				Has letters in name, but name is not correct – letters are out of order; other mistakes are made (4)
	Check if stop rule was used at one minute					
	Check if stop rule was used at two minutes.					

Notes:

#8 Name Writing

#9 Copying

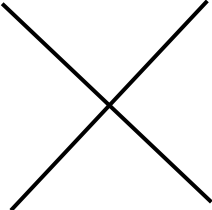
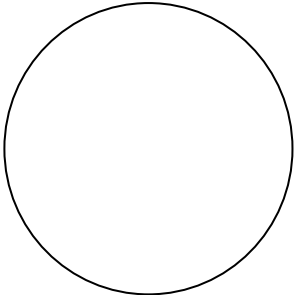
Materials: Copying Images, writing utensil that is comfortable and familiar to the child, hard surface for writing (for example, table, book, clipboard).

STOP RULES: None

	Instructions	Criteria	All criteria met (2)	Missing one criterion (1)	Missing more than one criterion (0)	Child says I don't know/ no response (99)
9a	<i>Place Sheet #4 Copying Images in front of the child with the empty boxes under the row with the shapes. Place the pencil next to the paper.</i> Say: Now we'll do some drawing. Can you draw a shape just like this (point to X)? You can draw here (point to box under the X).	• There are two intersecting lines at approximate midpoints • The direction is closer to an X than a + • The length of all four "legs" are approximately equal				
		Criteria	All criteria met (2)	Missing one criterion (1)	Missing more than one criterion (0)	Child says I don't know/ no response (99)
9b	Say: Can you draw a shape just like this (point to circle)? You can draw here (point to box under the circle).	• The drawing is a curved/round figure • Closed figure • No more than 2:1 ratio between height and width				

		Criteria	All criteria met (2)	Missing one criterion (1)	Missing more than one criterion (0)	Child says I don't know/no response (99)
9c	Say: Can you draw a shape just like this (point to rectangle)? You can draw here (point to box under the rectangle).	• <i>Four clearly defined sides</i> • <i>Corners approximately 90 degrees</i> • <i>Parallel sides approximately equal</i>				

#9 Copying Images

Notes:

#10 Receptive Spatial Vocabulary					
Materials: Sheet #2 Spatial Vocabulary Sheet STOP RULES: None					
	Now I am going to ask you some questions about some pictures. Place Sheet #2 Spatial Vocabulary Items in front of child. Look at all the pictures (point to each picture), then point to the one picture that shows what I say.	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
10a	Point to the picture with the ball <u>on</u> the box.	Child points to picture with ball on the box			
10b	Point to the picture with the ball <u>under</u> the box.	Child points to picture with ball under the box			
10c	Point to the picture with the ball <u>in front of</u> the box.	Child points to picture with ball in front of the box			
10d	Point to the picture with the ball <u>in</u> the box.	Child points to picture with ball in the box			

Notes:

#11 Verbal Counting					
Materials: None Prompts: Prompt as necessary: What comes after <<last number stated>>? Self-correcting allowed. STOP RULES: When a child states a number incorrectly or reaches 30.					
		Correct Answer	Highest Number Counted to	STOP RULE USED?	Child says I don't know/ no response (99)
11	Say: Now we are going to play some counting games. The first game is a counting out loud game. How high can you count? Start at one and count.	Counts accurately			

Notes:

#12 Producing A Set					
<i>Materials: 20 uniformly sized small objects that can be used for counting (e.g., stones, bottle caps). Items should <u>not</u> be able to roll. No food items should be used.</i> <i>Prompt: If the child counts all the objects, or moves some into one pile but it is not clear if the child is 'giving' them to you, you can prompt by saying "Are these for me?"</i> <i>STOP RULES: If child cannot give you 3 items <u>and</u> cannot give you 6 items, move on to next task. If child misses only one of the first two items, proceed with last item.</i>					
	Instructions	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
12a	<i>Arrange 20 counters randomly in front of the child.</i> Now we'll play a game with <name of counter objects> (such as 'rocks', 'bottle caps'). Please put three <name of counter objects> here.	Hands or pushes over 3 counters			
12b	<i>Rearrange the 20 counters randomly again in front of the child.</i> Now, please put six <name of counter objects> here.	Hands or pushes over 6 counters			
12c	<i>Rearrange the 20 counters randomly again in front of the child.</i> Now, please put fourteen <name of counter objects> here.	Hands or pushes over 14 counters			
	Check if stop rule was used				

Notes:

#13 Number Identification					
<i>Materials: Sheet #4 Number Identification and a blank sheet of paper to cover a column.</i> <i>Notes: Self-correcting is allowed.</i> <i>Prompt: If the child gets stuck for more than 5 seconds, point to the next number and say: Let's try this one.</i> <i>STOP RULES: If child does not get any in the first column correct, do not go on to the second column.</i>					
	<i>Place Sheet #4 Numbers Identification in front of the child.</i> <i>Using another blank sheet of paper, cover the right column.</i> Here are some numbers. Point to a number and tell me the number. It's OK if you don't know all of them. <i>Have child point to the first number in the left column and ask the child:</i> What number is this? <i>Child should continue pointing at each number down the column.</i>		Correct (1)	Incorrect response (0)	Child says I don't know/no response (99)
13a		2			
13b		7			
13c		10			
13d		8			
13e		5			
	<i>When the child finishes the last number in the left column, cover the left column and have child point to the first number in the right column.</i> <i>Say: What number is this? Child should continue pointing at each number down the column.</i>				
13f		13			
13g		17			
13h		12			
13i		14			
13j		20			
	Check if stop rule was used.				

Notes:

#14 Number Comparison

Materials: None STOP RULES: None					
	Now I'll ask you a few questions about numbers. <i>Slightly emphasize the word more/bigger/greater or less/smaller.</i>	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/no response
14a	Which number is more/bigger/greater, 3 or 5?	5			
14b	Which number is more/bigger/greater, 8 or 6?	8			
14c	Which number is smaller/less, 4 or 7?	4			

Notes:

#15 Simple Addition					
Materials: 10 small objects that can be used for counting (e.g., stones, bottle caps). Items should <u>not</u> be able to roll. No food items should be used. Prompts: If child counts ("one, two, three, four, five") ask again, How many will you have altogether? If child shows quantity on fingers, ask, Can you say it? STOP RULES: None					
	Place ten counters to the side of the child on the table. I am going to ask you a question about numbers. Here are some counters to help you. You can use them if you want to, but you don't have to. Listen very carefully to the question.	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/no response (99)
15a	If you have two <counter objects>... And I give you one more <counter objects>, how many balls will you have altogether?	Says "Three"			
15b	If you have three <counter objects>... And I give you two more <counter objects>, how many balls will you have altogether?	Says "Five"			
15c	If you have four <counter objects>... And I give you two more <counter objects>, how many balls will you have altogether?	Says "Six"			

Notes:

#16 Mental Transformation

Materials: Sheet #5 Mental Transformation

STOP RULES: None

Practice Trial:

In this game, we are going to look at some shapes and some pieces of shapes.

Look at these pieces (point to set of 2 pieces).

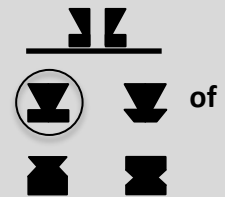
Now look at these shapes (point to each of the 4 choices).

If you put these pieces together (point to set of 2 pieces), they will make one of these shapes (wave hand over 4 choices).

Point to the shape the pieces make.

If correct, say **That's right. Let's try some more.**

If incorrect, point to the pieces and say, **When you put these pieces together, (motioning with fingers and indicated pushing the pieces together) they will make this shape (point to correct shape). Let's try some more.**



	Instructions	Correct Answer	Correct (1)	Incorrect (2)	Child says I don't know/no response (99)
16a	Look at these pieces (point to set of 2 pieces). Now look at these shapes (point to each of the 4 choices). If you put these pieces together (point to set of 2 pieces), they will make one of these shapes (wave hand over 4 choices). Point to the shape the pieces make.				
16b	Point to the shape (point to each of the 4 choices) these pieces make (wave hand over set of 2 pieces).				
16c	Point to the shape (point to each of the 4 choices) these pieces make (wave hand over set of 2 pieces).				
16d	Point to the shape (point to each of the 4 choices) these pieces make (wave hand over set of 2 pieces).				

Levine, S.C., Huttenlocher, J., Taylor, A. & Langrock, A. (1999). Early sex differences in spatial ability. *Developmental Psychology*, 35, 940-949.

Notes:

#17 Head, Toes, Knees, Shoulders Task

Materials: None

STOP RULES: *If the child does not respond correctly after 3 practice sessions of the HEAD/TOES section, stop this task and move on to the next task.*

If child does not get any of HEAD/TOES assessment correct, stop this task and move onto next task.

PRACTICE TRIAL (HEAD/TOES):

Now we're going to play a game. Listen exactly to what I say: Touch your head.

Enumerator physically touches his/her head with two hands. Wait until the child puts two hands on his/her own head.

Good! Now touch your toes.

Enumerator physically touches his/her toes with two hands. Wait until the child puts two hands on his/her own toes. Repeat the two commands up to two times with motions until the child imitates you correctly.

PRACTICE TRIAL (HEAD/TOES):

Now we're going to be a little silly and you do the OPPOSITE of what I say. When I say touch your HEAD, you touch your TOES. When I say touch your TOES, you touch your HEAD. So you do something OPPOSITE from what I say.

"Touch your head"? (*enumerator DOES NOT touch head or toes*)

"Touch your toes"? (*enumerator DOES NOT touch toes or head*)

Say: That's right when the child responds correctly. If the child responds incorrectly, provide additional explanations up to 3 times before beginning the test portion:

Remember, when I say touch your head, you touch your toes.

Remember, when I say touch your toes, you touch your head.

	Now we will keep playing this game, listen carefully and do the OPPOSITE of what I say. <i>DO NOT touch your head/toes and DO NOT provide feedback or extra explanations</i>	Correct Answer	Correct (2)	Self-corrects (1)	Incorrect (0)	Child says I don't know/ no response (99)
17a	Touch your head	Touches toes				
17b	Touch your toes	Touches head				
17c	Touch your toes	Touches head				
17d	Touch your head	Touches toes				
17e	Touch your toes	Touches head				
	<i>Check if stop rule was used before assessment</i>					
	<i>Check if stop rule was used after assessment</i>					

Notes:

PRACTICE TRIAL (SHOULDERS/KNEES):

Say: Ok, now that you have that part, we're going to add a part. Now, you're going to touch your shoulders and your knees. First, touch your shoulders.

Touch your shoulders; wait for the child to touch his/her shoulders with both hands.

Say: Now, touch your knees.

Enumerator physically touches his/her knees with two hands. Wait until the child puts two hands on his/her own knees. Repeat the two commands up to two times with motions until the child imitates you correctly.

PRACTICE TRIAL (SHOULDERS/KNEES):

Say: Ok, now we're going to be silly again. You're going to keep doing the opposite of what I say like before. But this time, when I say touch your knees, you touch your shoulders, and when I say to touch your shoulders, you touch your knees. Now we will keep playing this game, listen carefully and do the OPPOSITE of what I say.

"Touch your shoulders"? (enumerator DOES NOT touch shoulders or knees)

"Touch your knees"? (enumerator DOES NOT touch knees or shoulders)

Say That's right when the child responds correctly. **If** the child responds incorrectly, provide additional explanations up to 3 times before beginning the test portion.

Remember if I say touch your shoulder, you touch your knees.

Remember if I say touch your knees, you touch your shoulder.

	Instructions	Correct Answer	Correct (2)	Self-corrects (1)	Incorrect (0)	Child says I don't know/ no response (99)
	Now that you know all the parts, we're going to put them together. You're going to keep doing the opposite from what I say to do. There are four things I could say. If I say to touch your head, you touch your toes. If I say to touch your toes, you touch your head. If I say to touch your knees, you touch your shoulders. If I say to touch your shoulders, you touch your knees. Are you ready? Let's try it.					
17f	Touch your head	Touches toes				
17g	Touch your toes	Touches head				
17h	Touch your knees	Touches shoulders				
17i	Touch your toes	Touches head				
17j	Touch your shoulders	Touches knees				
17k	Touch your head	Touches toes				
17l	Touch your knees	Touches shoulders				
17m	Touch your knees	Touches shoulders				
17n	Touch your shoulders	Touches knees				
17o	Touch your toes	Touches head				

Ponitz, C. C., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood Research Quarterly*, 23, 141–158. doi: 10.1016/j.ecresq.2007.01.004.

Notes:

#18 Forward Digit Span					
<i>Materials: None</i> <i>Other Notes: If the child makes an error, supply the correct answer on the <u>practice</u> items only.</i> <i>STOP RULES: None</i>					
PRACTICE TRIAL: In this game, I am going to say a list of numbers. After you hear the numbers, I want you to repeat them after me in the same order. If I say 7..8, You say 7...8 Now you try a couple. Please listen carefully. <i>Pause for one second in between each number in the sequence. For example « 4 » [pause] « 2 ».</i> <i>Say: 4...2 Wait for child to respond. If the child makes an error, supply the correct answer. If the child answers correctly say, That's right.</i> <i>Say: 6...1...3 Wait for child to respond. If the child makes an error, supply the correct answer. If the child answers correctly say, That's right.</i> Do not repeat the list of numbers. If a child asks you to repeat, say "I can't, but just do your best."					
	<i>Okay, now let's do some more.</i> <i>Just listen carefully, and do your best.</i> <i>Pause for one second in between each number in the sequence</i>	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
18a	1...6	1...6			
18b	5...2...8	5...2...8			
18c	8...3...1...4	8...3...1...4			
18d	1...2...4...7...3	1...2...4...7...3			

Notes:

#19 Backward Digit Span

Materials: None

Other Notes: If the child makes an error, supply the correct answer on the practice items only.

STOP RULES: None

PRACTICE TRIAL

Now we are going to play another number game. I'm going to say a list of numbers and you are going to say them backwards. If I say 1, 2, You say 2, 1.

Pause for one second in between each number in the sequence. For example « 1 » [pause] « 2 ».

Now you try it The numbers are 1, 2.

If the child responds correctly, say: That's right!

If the child does not respond correctly, say: The numbers are: 1, 2. When I say them backwards, they are 2, 1.

Let's try another one: 4, 8, 3.

If the child responds correctly, say: That's right!

If the child does not respond correctly, say: The numbers are: 4, 8, 3. When I say them backwards, they are 3, 8, 4.

	Let's do more: Whatever I say, you should say it backwards. Pause for one second in between each number in the sequence.	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
19a	4...1	1...4			
19b	2...8...8	8...8...2			
19c	4...8...2...7	7...2...8...4			
19d	8...3...6...1...5	5...1...6...3...8			

Notes:

#20 Pencil Tap						
Materials: 1 wooden dowel (6 inches long, ¼ inch in diameter) or an unsharpened pencil STOP RULES: None						
Hold the pencil in one hand and tell child We are going to play a new game. <i>Tap the pencil one time on the table. Hand the pencil to the child and tell him/her, Now you tap one time on the table. Continue practicing until the child only taps one time.</i> <i>Once the child has successfully tapped one time, take back the pencil and tap two times on the table. Hand the pencil back to the child and tell him/her, Now you tap two times on the table. Continue practicing until the child only taps two times.</i> PRACTICE: RULE 1: Great, now we are ready to play the game. When I tap one time (tap one time and hand the child the pencil) I want you to tap two times. Practice until the child is successful on two consecutive trials. Take the pencil back and say, RULE 2: When I tap two times (tap the pencil two times on the table and hand it to the child) I want you to tap one time. Continue practicing until the child is successful on two consecutive trials. Then say, Ready to play my game? Practice 1: Tap one time and hand the pencil over to the child to respond. <u>Record the child's response in # 20a.</u> • If the child responds correctly, <u>praise the child</u> and proceed. • If the child responds incorrectly or not at all, follow rules for Extended Practice. Practice 2: Tap two times and hand the pencil to the child to respond. <u>Record the child's response in #20b.</u> • If the child responds correctly again, <u>praise the child.</u> Go on to Test Item# 20c. • If child responds incorrectly or does not respond at all, follow rules below for Extended Practice. <u>ExtendedPractice:</u> If the child responded incorrectly or not at all on either of the above Practice items, remind the child of both rules, beginning with the first rule the child identified incorrectly. If the child does not get both Practice Items 1 and 2 correct after the third attempt of pretesting, proceed to Test Item 20c, but do NOT remind child of the rules again and continue to administer all Test Items. /						
		Enumerator taps	Correct response	Correct (1)	Incorrect response (0)	Child says I don't know/ no response (99)
20a	Practice Item 1 (record response here)/	1	2			
20b	Practice Item 2 (record response here)	2	1			
	"Let's try some more"					
20c	Tap two times and hand the pencil over to the child to respond.	2	1			
20d	Tap one time and hand the pencil over to the child to respond.	1	2			
20e	Tap two times and hand the pencil over to the child to respond.	2	1			

20f	Tap two times and hand the pencil over to the child to respond.	2	1			
		Enumerator taps	Correct response	Correct (1)	Incorrect response (0)	Child says I don't know/ no response (99)
20g	Tap one time and hand the pencil over to the child to respond.	1	2			
20h	Tap one time and hand the pencil over to the child to respond.	1	2			
20i	Tap one time and hand the pencil over to the child to respond.	1	2			
20j	Tap two times and hand the pencil over to the child to respond.	2	1			
20k	Tap one time and hand the pencil over to the child to respond.	1	2			
20l	Tap two times and hand the pencil over to the child to respond.	2	1			
20m	Tap two times and hand the pencil over to the child to respond.	2	1			
20n	Tap one time and hand the pencil over to the child to respond.	1	2			
20o	Tap one time and hand the pencil over to the child to respond.	1	2			
20p	Tap two times and hand the pencil over to the child to respond.	2	1			

Notes:

#21 Perspective-Taking/Empathy					
<i>Materials:</i> Picture card of a boy crying					
<i>STOP RULES:</i> None					
	Show the picture card.	Correct Answer	Appropriate Response (1)	Inappropriate response (0)	Child says I don't know/ no response (99)
21a	Say: Now let's look at this picture. Imagine this boy is a friend and he fell down and is hurt. How do you think he is feeling right now? If the child says "He is crying" prompt one time. Say: "Yes, he is crying. How do you think he is feeling right now?" Names emotion correctly (child is sad, angry, other negative emotion) If the child says the boy is crying that IS NOT correct.	Write in response:			

21b	Say: What would you do to help him feel better? Has one idea to make child feel better (e.g., give a hug, find someone to help, offer toy; help child get up; say something nice; say sorry) This solution should seem reasonable to the tester based on cultural norms	Write in response:			
21c	Prompt ONCE by saying, Is there anything else you would do? Has second idea to make child feel better (e.g., give a hug, find someone to help, offer toy; help child get up; say something nice; say sorry)	Write in response:			

Notes:

#22 Understanding Feelings					
Materials: None STOP RULES: None					
	Instructions	Correct Answer	Appropriate Response (1)	Inappropriate response (0)	Child says I don't know/no response (99)
22a	Say: Now I'm going to ask you another question. Please tell me what makes you feel unhappy?	Names at least one reason for feeling sad (e.g., loses toy; gets hurt; fight with other child)			
Write in response:					
22b	Say: Now tell me what kinds of things make you feel happy?	Names at least one reason for feeling happy (e.g., allowed to go out and play; going on a trip; favorite food for supper)			
Write in response:					

Notes:

At the end of the assessment, say: **That is the end of my questions. Thank you very much for working so hard!**

End time hh:mm ____

Comments about this assessment with this child?