



Caregiver-Reported Early Development Instruments

ITEM GUIDE: LONG FORM

October 30th, 2018

INTRODUCTION

This document includes information to support the adaptation, translation, and training of the CREDI items. Specifically, each CREDI item is listed below along with a description. This description includes details on the purpose of the item, including the specific construct(s) it is trying to target. Teams should use this information to ensure that translations from English to the local language are reflective of the items' original intent. For more information on this process, please see the [User Guide](#).

MOTOR, COGNITIVE, LANGUAGE, & SOCIAL-EMOTIONAL ITEMS

LF01	When lying on his/her back, does the child move his/her arms and legs? When positioned with his/her back on the ground, the child usually (more often than not) moves all of his/her limbs at least 1cm in any direction. This movement does not need to be controlled or intentional. This item targets early gross motor development.
LF02	Does the child bring his/her hand to his/her mouth? The child occasionally (e.g., once or more per day) brings his/her hand to his/her mouth with intent. If the child is waving his/her hands in an uncontrolled manner and the hand happens to be near the mouth, this should not count. The child does not have to have complete control over this movement, and does not have to place an object in his/her mouth. This item targets early gross motor coordination.
LF03	Does the child laugh? The child sometimes (once a day or more) laughs loud to show pleasure, happiness, or amusement. The child should produce laughing, giggling, or chuckling sounds, rather than simply smiling or laughing silently. This item targets children's expressive language.
LF04	Does the child smile when others smile at him/her? When a familiar person smiles at the child, the child usually (more often than not) responds by smiling back. This item targets a child's responsiveness to and reciprocity with his/her environment, rather than simply his/her recognition of others (as in SBC11).
LF05	Does the child sometimes suck his/her thumb or fingers? The child puts his/her fingers or thumb into his/her mouth and sucks on them for more than several seconds at a time, often as a way of soothing him/herself (e.g., when he/she is tired). This item targets early self-soothing.
LF06	Does the child grasp onto a small object (e.g., your finger, a spoon) when put in his/her hand?

When a small object is placed in the palm of the child's hand, he/she often (but not always) curls his/her fingers around the object. The child does not have to have full control over the object. Note that this behavior may disappear as children get older, so this question should be targeting whether the child has ever been able to do this. This item targets early fine motor skills.

LF07 Can the child bring his/her hands together?

The child is able to move his/her hands from the side to the center of the body such that the hands touch one another. This movement does not have to be intentional, and children do not need to actually grasp their hands together for this to count. This item targets early gross motor movements.

LF08 Does the child recognize you or other family members (e.g., smile when they enter a room or move toward them)?

The child usually (more often than not) shows recognition of familiar people (e.g., parents, siblings, friends) by smiling, bouncing, or moving toward them when they enter a room. In this item, there should be a difference in the type of response given when someone who is familiar (known to the child) versus those who are strangers (unknown to the child). This item targets children's ability to discriminate between familiar others and strangers, and attachment.

LF09 Does the child hold his/her hands in fists all the time?

The child clasps the fingers to the palm in a fist, without stretching or moving the fingers. Holding the hands in fists is an early behavior that tends to disappear as children develop fine motor skills.

LF10 Does the child show interest in new objects that are put in front of him/her by reaching out for them?

When presented with an unfamiliar object that the child has not seen before (e.g., a new cloth or toy), the child usually (more often than not) reaches out toward the object to explore or show curiosity about this object. The child does not actually have to grasp the item, but rather simply he/she should show more interest in the novel item than he/she would in a familiar object. This item targets children's exploration of their environment.

LF11 Can the child roll from his/her back to stomach, or stomach to back, on his/her own?

When positioned with his/her back on the ground, the child is able to use his/her own body to move so that his/her stomach (not side) is on the ground without the support of other objects or people. *Visa versa* (rolling or pushing from the stomach to the back) is also acceptable. If rolling happens once by accident, that should not count – the question here is about whether the child can do this intentionally. This item targets early gross motor development.

LF12 Does the child show interest in new objects by trying to put them in his/her mouth?

This item is an extension of the previous item and targets one specific action that young children often use to explore their environments. Specifically, when exposed to an unfamiliar object that the child has not seen before (e.g., a new cloth or toy), the child sometimes grasps the item and puts it into his/her mouth. This item targets children's exploration of their environment.

<p>LF13</p>	<p>Does the child often show affection toward others (e.g., hugging parents, brothers, or sisters)? The child often shows affection, warmth, or love toward familiar people (e.g., family members, close friends) by hugging, kissing, holding hands, or using other culturally appropriate behaviors. Note that what is defined as "often" may be culturally specific. This item targets whether children's emotional connections with others and ability to express those connections appropriately.</p>
<p>LF14</p>	<p>Can the child pick up a small object (e.g., a small toy or small stone) using just one hand? If a small and lightweight object is placed in front of him/her, the child is able to grasp it using the fingers, thumb, and/or palm of one hand (but not both) and lift the object at least 1cm off of the ground for several seconds. This item targets early fine motor development.</p>
<p>LF15</p>	<p>Does the child look for an object of interest when it is removed from sight or hidden from him/her (e.g., put under a cover, behind another object)? When an object of interest to the child (e.g., food, cup, toy) is removed from sight or hidden from the child, the child usually (more often than not) moves his/her body, head, and/or eyes to see where the object has gone. This item targets object permanence, or the understanding that objects continue to exist in the world even when they are not observed.</p>
<p>LF16</p>	<p>When lying on his/her back, does the child grab his/her feet? When positioned with his/her back on the round, the child occasionally (e.g., more than once per day) grasps and holds his/her feet with at least one hand. The fingers should hold on to at least one foot and the child should hold on for at least several seconds. This item targets early gross motor coordination.</p>
<p>LF17</p>	<p>Can the child make simple sounds like "ba," "da," or "do?" The child is able to produce babbling sounds that begin with a consonant. These can be strings of sounds (e.g., bababa) or single syllables (e.g., ba). Crying, gurgling, grunting, or sounds with only vowels (e.g., ahhh) do not count as babbling sounds. The examples provided should not be real words, but rather nonsense sounds. This item targets early expressive language.</p>
<p>LF18</p>	<p>When lying on his/her stomach, can the child hold his/her head and chest off the ground using only his/her hands and arms for support? When positioned with his/her stomach on the ground, the child is able to lift and hold his/her chest and head off of the ground for at least several seconds without help using only the hands for support. This item is a slightly more advanced version of SBM02.</p>
<p>LF19</p>	<p>Does the child play by tapping an object on the ground or a table? The child holds onto an object and repeatedly and intentionally taps or bangs the object against another object or surface (e.g., ground, table), but with no aggressive intention. This item targets children's exploration of their environment (e.g., understanding of cause and effect).</p>

LF20	<p>Can the child hold him/herself in a sitting position without help or support for longer than a few seconds?</p> <p>When placed into a sitting position, the child is able to hold his/her torso and head upright for at least 15-30 seconds without holding onto or leaning on an object. This item targets early gross motor development.</p>
LF21	<p>Does the child intentionally move or change his/her position to get objects that are out of reach?</p> <p>The child intentionally moves his/her body or changes his/her position in order to obtain and explore objects (e.g., toys, food) that he/she sees but that are out of reach. Children should demonstrate these movements intentionally, using strategies such as rolling over, crawling, walking, or stretching/reaching his/her hands in order to grasp onto an object he/she desires. This item is not targeting motor development but targets children's exploration of their environment and problem solving.</p>
LF22	<p>Does the child look at an object when someone says "look!" and points to it?</p> <p>When someone gestures (e.g., points) toward an object in the immediate environment and says "look" or gives a verbal cue, the child acknowledges that gesture by looking toward where the person was gesturing (not at the person talking). This item targets joint attention.</p>
LF23	<p>Does the child recognize his/her name or nickname? That is, does he/she respond differently to his/her name than to other sounds or words?</p> <p>When someone clearly says the child's name (or whatever nickname the child is used to being called), the child usually (more often than not) moves his/her body, head, or eyes to look who said it. In responding to this item, the child should act differently than he/she would if someone said another person's name. This item targets early receptive language.</p>
LF24	<p>When you talk to the child, does he/she respond by making a sound (e.g., "ba," "da," or "do") or by saying a word?</p> <p>When a caregiver is in front of the child talking to him/her, the child often (more than several times per day) makes sounds (e.g., babbling) or talking back in direct response. Sounds such as crying or grunting do not count. The examples provided should not be real words, but rather nonsense sounds. This item targets early expressive language and language reciprocity.</p>
LF25	<p>Can the child crawl, roll, or scoot forward on his/her own?</p> <p>The child is able to move in any direction at any speed more than a half meter using any method other than walking (e.g., using his/her hands, knees, and/or bottom to crawl, scoot, or do a "crab walk," or by using a rolling motion). This item targets gross motor development.</p>
LF26	<p>Can the child pick up and eat small pieces of food with his/her fingers?</p> <p>As is culturally appropriate, the child is able to use his/her hands to pick up and place small pieces of food in his/her mouth. The child is also able to chew and swallow this food on his/her own, without help from anyone else. This item targets fine motor movement.</p>

LF27	<p>Can the child transfer a small object (e.g., a small toy or small stone) from one hand to the other?</p>
	<p>The child is able to pick up an object from the ground with one hand and transfer that object to the other hand in the air without dropping it. This item targets fine motor coordination.</p>
LF28	<p>Does the child clap his/her hands together?</p>
	<p>This child sometimes (e.g., at least once per day) moves his/her hands from the side to the center of the body in a clapping motion, with palms open and facing each other. The child should be able to clap or tap the hands together at least twice in a row for this to count. The clapping motion does not need to make sound. This item targets early gross motor movements.</p>
LF29	<p>Can the child maintain a standing position while holding on to a person or object (e.g., wall or furniture)?</p>
	<p>The child is able to stand upright (with only his/her feet on the ground) while holding on to an object or person with his/her hand. This item targets gross motor development.</p>
LF30	<p>Can the child use gestures to indicate what he/she wants (e.g., put arms up to indicate that he/she wants to be held, or point to water)?</p>
	<p>The child is able to intentionally use gestures or sounds (e.g., pointing) to indicate that he/she wants something (e.g., to be held, to drink water). This item targets early expressive language.</p>
LF31	<p>Can the child pick up a small object (e.g., a small toy or small stone) with just his/her thumb and a finger?</p>
	<p>The child is able to grasp a small object between the index finger and the thumb (i.e., a "pincer grasp") and lift that object at least 1cm off of the ground for several seconds without dropping it. This item targets fine motor development.</p>
LF32	<p>Can the child pick up and drop a small object (e.g., a small toy or small stone) into a bucket or bowl while sitting?</p>
	<p>The child is able to pick up an object from the ground with one hand and release it above an open container (e.g., bucket or bowl) so that it falls into the container. This should represent an intentional, rather than accidental, motion. This item targets fine motor coordination.</p>
LF33	<p>Can the child throw a small ball or small stone in a forward direction using his/her hand?</p>
	<p>The child is able to grasp a small object in one hand, and to make a movement with his/her hand and release the object so that the object flies through the air in a forward direction by more than a half meter. This movement can be overhand or underhand. This item targets gross motor development.</p>
LF34	<p>Can the child walk several steps while holding on to a person or object (e.g., wall or furniture)?</p>
	<p>The child is able to walk several steps or more in one direction while holding onto an object or person with his/her hand. This item targets gross motor development.</p>

LF35 Can the child say one or more words (e.g., names like "Mama" or "ba" for "ball")?

The child is able to clearly say one or more words. These words can be real words (e.g., objects, names) or "made up" words that the child consistently uses to convey meaning (e.g., a nickname for a person or food). Words do not have to be pronounced perfectly as long as the child is consistent in their use. This item targets early expressive language.

LF36 Can the child maintain a standing position on his/her own, without holding on or receiving support?

The child is able to stand upright (with only his/her feet on the ground) without holding on or leaning onto to an object or person. This item targets gross motor development.

LF37 Can the child follow simple directions (e.g., "Stand up" or "Come here")?

The child is able to understand and follow simple directions to complete a task that does not involve a verbal response (e.g., standing up, or going to a particular place, or bringing a person an object). This item targets receptive language.

LF38 Does the child watch what other children do and try to copy them?

The child occasionally (more than several times per week) observes the behavior of other (particularly older) children (e.g., during a game) and tries to mimic, imitate, or copy what they are doing or saying. The word "copy" does not imply a negative behavior. This item targets social competence.

LF39 Can the child sit or play on his/her own for at least 20 minutes?

The child is able to remain still and entertain him/herself for more than 20 minutes without a TV, iPad or other electronic device. This item targets children's ability to work independently and sustain attention.

LF40 Can the child walk several steps on his/her own, without holding on or receiving support?

The child is able to walk several steps or more in one direction without holding on or leaning onto an object or person. This item targets gross motor development.

LF41 Can the child bend down to the ground and stand up again without falling and without holding onto a person or object?

From a standing position, the child is able to bend over at the waist and/or knees to touch the ground or pick up an object, and then to return to the standing position without falling over or using the support of an object or person. This item targets gross motor development.

LF42 Does the child ask you for help using signs or words when he/she cannot do something on

his/her own (e.g., to reach an object up high)?

When the child is unable to do something on his/her own, the child usually (more often than not) asks someone else for assistance rather than becoming frustrated or moving to a new task. This item is not about verbal skills but targets problem-solving and social competence.

LF43 Does the child try to repeat sounds or words said by other people?

The child sometimes (at least once per day) mimics or repeats sounds or words said by others. The child does not have to repeat these perfectly; rather, if the sound is close to the original word or sound, this should count. This item targets expressive language and language reciprocity.

LF44 Can the child climb onto an object such as a chair or bench?

The child is able to pull his/her body from the ground onto an object that is approximately 0.5 meters tall, without the support of an additional object or person. This item targets gross motor development.

LF45 Can the child figure out how to turn a spoon or object if you give it to him/her the wrong way around?

The child is able to manipulate an object like a spoon or bottle in order to use it properly. This item targets basic problem solving, or the ability to change the environment to meet simple but specific needs.

LF46 Does the child stop at least briefly when told "no" or "stop that"?

When an authority figure tells a child "no" or "stop that," the child usually (more often than not) stops the activity, at least for several seconds. This is intended to be a measure of inhibition rather than respect/compliance.

LF47 Can the child kick a ball or other round object forward using his/her foot?

The child is able to intentionally move one foot to propel a ball or other round object on the ground in a forward direction by at least a half meter without using another object or person to hold him/herself upright. This item targets gross motor development.

LF48 Can the child point to a person or object when asked (e.g., "Where is mama?" or "Where is the ball?")?

When asked to locate an object or person, the child is able to use a gesture (e.g., pointing) to indicate where that object or person is. This item targets receptive communication and non-verbal expressive communication.

LF49 Can the child drink from a cup (without a lid) on his/her own without spilling?

The child is able to drink a liquid (e.g., water, milk, juice) from a cup without a protective lid without spilling the liquid or being supported by someone else. Drinking from a bottle with a very small hole (<3cm) does not count. The opening to the cup must be large enough that the

child's mouth is not blocking all liquid from spilling. This item targets fine motor development.

LF50 Does the child imitate animal or other sounds (e.g., "vroom" for a car, "moo" for a cow)?

The child makes vocalizations in an attempt to imitate or mimic sounds he/she hears in the environment. This includes immediately repeating the sounds made by mechanical devices, animals, or people (e.g., laughing, talking/babbling). This item targets expressive language and early social modeling.

LF51 Can the child run more than a few steps without falling or bumping into objects?

The child is able to run (with only one foot on the ground at any given time) more than several steps without falling down or hitting other objects. This item targets gross motor development.

LF52 Can the child draw a line or shape on paper with a pen or crayon, or in the dirt with a stick?

The child is able to grasp a long, thin object (e.g., a pen, pencil, marker, crayon, or stick) and use the point of that object to intentionally make a mark (e.g., a line, a circle, a dot, or a squiggle) on a flat surface (e.g., a piece of paper, the dirt). The mark does not have to be perfectly drawn. Accidental marks with a pen/stick do not count. This item targets fine motor development.

LF53 Can the child answer simple questions (e.g., "Do you want water?") by saying "yes" or "no", rather than nodding?

The child is able to respond to simple questions directed at him/her using appropriate answers (e.g., saying "yes" when asked "Do you want this water?"). Nodding does not count. This item targets receptive and expressive language.

LF54 Can the child stack three or more small objects (e.g., blocks, cups, bottle caps) on top of each other?

Using his/her hands and fingers, the child is able to place three or more small, flat objects (e.g., toy blocks, cups, bottle caps, plastic containers) on top of one another to form a tower that does not fall over. This item targets fine motor development.

LF55 Does the child imitate others' behaviors (e.g., washing hands or dishes)?

The child attempts to imitate or mimic behaviors he/she observes others in the environment doing. These behaviors can include both pretend behaviors (e.g., pretending to talk on the phone) and actual behaviors (e.g., washing hands/dishes), and should be based on children's observation of what is happening in his/her environment. This item targets early social modeling behaviors.

LF56 Does the child sometimes share things (e.g., food, toys) with others without being told?

The child sometimes (once or twice per week) shares desirable objects (toys, candy) with other children or adults without being told to do so. This item targets children's social competence and concern for others, as well as compliance with social norms, which are likely culturally dependent.

LF57	<p>Can the child follow orders or instructions that have more than one part (e.g., "Go get water and go to bed")?</p> <p>The child is able to understand and follow complex directions with more than one step to complete a task that does not involve a verbal response (e.g., standing up and going to a particular place and bringing a person an object). This item targets receptive language and early memory skills.</p>
LF58	<p>Can the child say five or more separate words (e.g., names like "Mama" or objects like "ball")?</p> <p>The child is able to clearly say five or more distinct words. These words can be real words (e.g., objects, names) or "made up" words that the child consistently uses to convey meaning (e.g., a nickname for a person or food). The words do not need to be used in sentences, but rather can be used independently (i.e., one at a time). This item targets expressive language.</p>
LF59	<p>Is the child kind to younger children (e.g., speaks to them nicely and touches them gently)?</p> <p>The child approaches and treats younger children gently and with kindness in both physical touch and verbal interaction. This item targets children's social awareness and care for others who are younger or weaker than themselves, and targets prosocial behavior.</p>
LF60	<p>Can the child walk on an uneven surface (e.g., a bumpy or steep road) without falling?</p> <p>The child is able to walk more than several steps up and down an incline (e.g., a hill or a ramp) without falling down, or on a bumpy surface (e.g., gravel) without falling down. This item targets gross motor development.</p>
LF61	<p>Does the child listen to someone telling a story with interest?</p> <p>The child pays attention and shows interest (e.g., looks at the person, smiles, slows his/her movements) when someone tells him/her an interesting story or sings a song that lasts about a minute or longer. (TVs or iPads do not count). This item targets attention and engagement.</p>
LF62	<p>Can the child ask for something (e.g., food, water) by name when he/she wants it?</p> <p>The child is able to clearly verbalize a desire for a specific object or person using words. This item targets expressive language.</p>
LF63	<p>Does the child involve others in play (i.e., play interactive games with other children)?</p> <p>The child sometimes plays with other children in ways that include direct interactions. It should not count if the child plays near other children, but does not directly interact or engage with the other children (i.e., parallel play). This item targets early social competence.</p>
LF64	<p>Can the child correctly name at least one family member other than mom and dad (e.g., name of brother, sister, aunt, uncle)?</p>

The child is able to clearly say the names (or nicknames) of at least two familiar figures in his/her life. The child does not have to give the actual name of the family member, but simply should be able to say things like “sis” or “nana.” This item targets expressive language.

LF65 Does the child play by pretending objects are something else (e.g., imagining a bottle is a doll, a stone is a car, or a spoon is an airplane)?

The child sometimes (at least once every few days) uses objects in ways that they are not intended to be used as part of the child's play (e.g., holds a rock to his/her ear pretending that it is a phone, holds an empty bottle to his/her mouth pretending to drink). This item targets pretend play.

LF66 Does the child show sympathy or look concerned when others are hurt or sad?

When other children or adults are sad or hurt, the child usually (more often than not) expresses him/herself in a way that conveys sympathy or concern, and indicates that the child has recognized that something is wrong. This item is targeting children's ability to perceive and appropriately respond to the emotions of others (i.e., emotion knowledge, empathy).

LF67 Can the child walk backwards?

The child is able to walk more than 3-5 steps in a backward direction without holding on or leaning onto an object or a person. This item targets gross motor development.

LF68 Does the child show curiosity to learn new things (e.g., by asking questions or exploring a new area)?

When presented with a new task (e.g., a new chore or game), the child usually (more often than not) expresses interest in learning more about the task. This item targets curiosity in learning and engagement with the environment.

LF69 Can the child feed him/herself using a spoon or other utensil without spilling?

The child is able to place food into his/her mouth in a culturally appropriate way using a complex implement such as a spoon or fork without spilling and without assistance from someone else. Feeding with hands only does not count. This item may be culturally dependent. This item targets fine motor development.

LF70 Can the child concentrate on one task (e.g., playing with friends, eating meal) for 20 minutes?

The child is able to focus or concentrate attention on a single task for more than a few minutes, ignoring distractions in the environment, even if he/she would rather do something else. Focusing on a TV, iPad, or other screen does not count. This item targets early evidence for sustained attention.

LF71 Does the child know the names of at least two body parts (e.g., arm, eye, or nose)?

The child is able to clearly state the names of at least two commonly known parts of the human body (e.g., arm, eye, nose, foot) when asked, or when an adult points to them. This item targets expressive language and early learning skills and knowledge.

LF72 If you show the child an object he/she knows well (e.g., a cup or animal), can he/she consistently name it?

When the child is shown a familiar object, the child is able to correctly and clearly state the object's name (or nickname). This item targets expressive language.

LF73 Can the child speak using short sentences of two words that go together (e.g., "Mama go" or "Dada eat")?

The child is able to clearly speak by forming short sentences of two words. These sentences should reflect children's ability to link words in order to convey complex thoughts. For example, the sentence could include a subject and verb combination (e.g., "I go"), or it could include a directive (e.g., "more water"). Simple word combinations that do not convey complex meaning (e.g., "me me") do not count as sentences. This item targets expressive language.

LF74 Can the child use a tool (e.g., a stick or spoon) to reach objects that are far away?

When an object is slightly out of the child's reach and it is not easy for the child to stand up and retrieve the object, the child is able to use another object to bring the object closer so that he/she can grasp it. This item targets problem solving, or the ability to change the environment to meet simple but specific needs.

LF75 Can the child indicate when he/she needs to go to the toilet?

The child is able to proactively indicate or tell using words or gestures when he/she needs to use the toilet. This item may vary by culture, including how the child indicates his/her need, as well as when children are expected to show this behavior.

LF76 Can the child say ten or more separate words (e.g., names like "Mama" or objects like "ball")?

The child is able to clearly say ten or more separate words. These words can be real words (e.g., objects, names) or "made up" words that the child consistently uses to convey meaning (e.g., a nickname for a person or food). This item targets expressive language.

LF77 Can the child remove an item of clothing (e.g., take off his/her shirt)?

The child is able to take off at least one item of clothing (e.g., a shirt, shoes, socks, pants) on his/her own, without help from anyone else. This is not an item about whether this behavior is appropriate in a given setting, but rather whether a child is physically able to perform this task. This item targets fine motor movement.

LF78 Can the child tell you when he/she is tired or hungry?

The child is able to clearly and accurately state out loud when he/she is feeling hungry, tired, sick, or itchy, rather than simply crying, becoming angry, or saying that he/she "feels bad." This item combines communication skills with self-awareness.

LF79 Does the child usually finish an activity he/she enjoys (e.g., a game or book)?

When working on something he/she enjoys doing (e.g., a game, a favorite chore), the child usually (more often than not) completes the task in full without being distracted or moving to another activity. This item targets sustained attention and persistence.

LF80 Can the child easily switch back and forth between activities (e.g., go back to a game after

being interrupted)?

The child is able to devote sufficient attention and cognitive resources to successfully shift attention from one task to another (e.g., playing, listening, eating, talking) without significant disruption or difficulty. This item targets early evidence for set shifting, a component of executive function.

LF81 Can the child sing a short song or repeat parts of a rhyme from memory by him/herself?

The child is able to memorize and repeat songs or phrases of at least several lines/sentences at least several minutes after learning/hearing them. This targets early long-term memory skills.

LF82 Can the child jump with both feet leaving the ground?

The child is able to jump such that both feet are off the ground at the same time. The child can jump straight up, or in any direction (forward, backward, to the side). This item targets gross motor development.

LF83 Can the child speak using sentences of three or more words that go together (e.g., "I want water" or "The house is big")?

The child is able to clearly speak by forming short sentences of three or more words. These sentences should reflect children's ability to link words in order to convey complex thoughts. For example, the sentence could include a subject, verb, and object combination (e.g., "I see a dog"), or it could include a directive (e.g., "I want more"). Simple word combinations that do not convey complex meaning (e.g., "go, go, go") do not count as sentences. This item targets expressive language.

LF84 Can the child whisper?

The child is able to modulate and regulate the volume of his/her voice to a whisper. This item targets expressive language and regulation.

LF85 Does the child greet neighbors or other people he/she knows without being told (e.g., by saying hello or gesturing hello)?

When the child sees someone she/he knows but who is not a member of the immediate family (e.g., neighbor, teacher, uncle), the child usually (more often than not) greets him/her using culturally appropriate methods (e.g., saying hello, waving, high five). This item targets respect, social competence, and social norm following, though may be culturally dependent.

LF86 Can the child unscrew the lid from a bottle or jar?

The child is able to make a turning motion to open a screw-top bottle or jar (e.g., plastic water or Coke bottle). This item targets fine motor skills.

LF87 Can the child correctly ask questions using any of the words "what," "which," "where," or "who"?

The child is able to use any question word (e.g., what, which, where, who, when, why, how) correctly in sentences, and does not mix them up (e.g., saying "who is mama" instead of "where is mama"). This item targets expressive language and question words.

<p>LF88</p>	<p>Can the child correctly use any of the words "I," "you," "she," or "he" (e.g., "I go to store," or "He eats rice")?</p> <p>The child is able to use any pronouns (e.g., I, you, he, she, we, they) correctly in sentences, and does not mix them up (e.g., calling a boy "she"). This item targets expressive language.</p>
<p>LF89</p>	<p>Does the child pronounce most of his/her words correctly?</p> <p>The child speaks clearly and pronounces most (more than 75%) of words correctly, with no speech impediment. "Words" in this case can be real or "made up" (e.g., nicknames for objects or people) as long as they are used to convey meaning and is either often-used or well understood by the child and his/her family. This item targets pronunciation.</p>
<p>LF90</p>	<p>Can the child count up to five objects (e.g., fingers, people)?</p> <p>The child is able to clearly and correctly count a finite number of objects (e.g., correctly say how many objects are in a pile). This item targets early numeracy skills and knowledge.</p>
<p>LF91</p>	<p>Does the child ask about familiar people other than parents when they are not there (e.g., "Where is the neighbor?")?</p> <p>The child asks questions about other people he/she knows, other than a parent or primary caregiver (e.g., friend, sibling) when that person is absent or not in sight. This can include asking about where people are, when they will visit, or what they are doing. This item targets children's social connectedness and expressive language.</p>
<p>LF92</p>	<p>If you show the child two objects or people of different size, can he/she tell you which one is the big one and which is the small one?</p> <p>The child is able to understand the difference in meaning between the basic opposite words "big" and "small." This item targets opposite words and understanding of quantity.</p>
<p>LF93</p>	<p>Can the child stand on one foot for several seconds without holding on to a person or object (e.g., wall or furniture)?</p> <p>The child is able to balance with one foot on the ground and one foot off of the ground without holding on or leaning onto an object or person. This item targets gross motor development.</p>
<p>LF94</p>	<p>Can the child identify at least one color (e.g., red, blue, yellow)?</p> <p>The child knows the names of at least one colors, and demonstrates this knowledge by either naming a color when asked or correctly talking about colors. The child must be able to say the name of the color out loud, rather than recognizing the color passively. This item may be culturally dependent. This item targets children's early learning and knowledge of colors.</p>
<p>LF95</p>	<p>Does the child regularly use describing words such as "fast," "short," "hot," "fat," or "beautiful" correctly?</p> <p>The child is able to use adjectives (e.g., big, small, fast, slow, good, bad, heavy, light) correctly in sentences, and does not mix them up (e.g., saying "The house is big" when he/she means to say, "The house is small"). This item targets expressive language and adjectives.</p>

LF96	<p>If you point to an object, can the child correctly use the words "on," "in," or "under" to describe where it is (e.g., "The cup is on the table" instead of "The cup is in the table.") The child is able to use positional prepositions (e.g., on, in, under, above, below) correctly in sentences, and does not mix them up (e.g., saying "The ball is on the desk" instead of "The ball is under the desk"). This item targets expressive language and prepositions.</p>
LF97	<p>Can the child explain in words what common objects like a cup or chair are used for? When the child is asked to explain what a familiar object is used for, he/she is able to do so clearly and correctly using descriptive words, phrases, or sentences. This item targets expressive language.</p>
LF98	<p>Can the child dress him/herself (e.g., put on his/her pants and shirt without help)? The child is able to put on his/her own clothes (e.g., pants, shirt, dress, shoes) without help. The child does not need to be able to tie the shoes or to close complex fixtures (e.g., buttons, zippers, clasps). This item targets fine motor development.</p>
LF99	<p>Does the child ask "why" questions (e.g., "Why are you tall?")? The child asks questions about the state of the world and how things work in order to understand their environment better. This item targets expressive language and curiosity.</p>
LF100	<p>If you ask the child to give you three objects (e.g., stones, beans), does the child give you the correct amount? The child is able to hand or bring you a specific but small number of items that you request. The child does not give you too many or too few. This item reflects children's early learning in numeracy and ability to follow directions.</p>
LF101	<p>Does the child usually put objects or toys back where they belong after using them? The child usually (more often than not) meets expectations for cleaning up after him/herself and putting toys or objects where they belong. This item targets children's abilities to follow rules and social norms, though may be culturally dependent.</p>
LF102	<p>Does the child frequently act impulsively or without thinking (e.g., running into the street without looking)? The child frequently (more than several times per day) does or says things without thinking about their consequences, even if he/she knows he/she shouldn't. This item targets extreme problems with impulse control.</p>
LF103	<p>Does the child sometimes save things like candy or new toys for the future? The child sometimes (once or twice per week) saves desirable objects (toys, candy) for later use. This item is targeting delay of gratification, or the child's ability to avoid instant gratification in favor of later (and potentially better) rewards. Examples would be a child not unwrapping a gift, or keeping a piece of candy for tomorrow. This item may be culturally or resource dependent.</p>
LF104	<p>Can the child say what others like or dislike (e.g., "Mama doesn't like fruit," "Papa likes football")?</p>

The child occasionally (more than several times per week) talks accurately and clearly about the likes, dislikes, interests, or preferences of others (e.g., "He doesn't like fruit"). These expressions should be true to the reality of others' likes/dislikes, and not simply projections of the child's own preferences. For example, it would not count if the child says "Mama doesn't like fruit" if mama does like fruit, and the child does not. This item combines communication skills with social awareness.

LF105 Can the child fasten and unfasten buttons without help?

The child is able to button and unbutton shirts, pants, or other pieces of clothes without the assistance of an adult. This item targets fine motor skills.

LF106 Can the child talk about things that will happen in the future using correct language (e.g., "Tomorrow he will attend school" or "Next week we will go to the market")?

The child is able to clearly and correctly discuss events that will happen in the future using proper future language construction. This question is not about the child's ability to envision hypothetical situations, but rather about the child's use of the linguistically appropriate future grammar and syntax (e.g., "I will go to the market" instead of "I go to the market"). This item may be culturally bound, for example in contexts in which the future tense does not exist or is particularly complex (e.g., Chinese). This item targets expressive language and accurate description of future actions

LF107 Can the child talk about things that have happened in the past using correct language (e.g., "Yesterday I played with my friend" or "Last week she went to the market")?

The child is able to clearly and correctly discuss events that have happened in the past using proper past language construction. This question is not about memory, but rather about the child's use of the linguistically appropriate past grammar or syntax (e.g., "I went to the market" instead of "I go to the market yesterday"). This item may be culturally bound, for example in contexts in which the past tense does not exist or is particularly complex (e.g., Chinese). This item targets expressive language and accurate of past actions.

LF108 Does the child know the names of any letters (e.g., A, B, C)?

The child is able to clearly identify or use the name of at least one letter of the local alphabet. Knowledge of letters could be shown if a child is able say the alphabet (e.g., "A... B... C"), if a child is able to correctly say what letter his/her name starts with, or if a child is able to read a letter's symbol (e.g., say "bee" when shown the letter "B"). This item may be culturally bound, for example in contexts in which languages do not have letters (e.g., China). This item targets early learning skills and knowledge.

MENTAL HEALTH

LMH01 Does the child often cry for no reason (e.g., when he/she is not hungry or tired)?

When the child is not hungry, tired, or wants to be held, he/she often (more than once per day) shows distress by crying. This item targets early signs of a fussy temperament.

LMH02 Does the child frequently complain of headaches or stomach-aches when he/she is not physically ill?

The child experiences and reports or complains about pain in the form of headaches or stomachaches once a week or more, despite not actually having a medical illness. This item targets psychosomatic symptoms.

LMH03 Does the child become upset when you are not with him/her?

The child usually (more often than not) remains upset (e.g., cry, show signs of anxiety or distress for more than several minutes) when the primary caregiver or other familiar person is not with him/her (e.g., out of sight, in another room/place). This item targets children's attachment to the primary caregiver.

LMH04 Does the child become very shy, afraid, or upset around strangers, even when you're with him/her?

The child usually (more often than not) acts overtly shy, timid, or afraid around someone who is a stranger (unknown to the child) in contrast to when he/she is with someone who is familiar (known to the child). This item targets children's ability to adapt to new people and new situations.

LMH05 Does the child cling excessively to his/her caregiver, even in a safe setting?

The child clings to his/her caregiver and refuses to leave him/her, even if in a safe or familiar setting. The child expresses fear or distress (e.g., crying loudly, screaming, seeming frozen or exhibiting aimless motion) if one tries to separate him/her from his/her caregiver. This item targets severe separation anxiety.

LMH06 Can the child sit still when asked to by an adult (e.g., for two minutes)?

When instructed by an adult or other authority figure to stay still in one spot, the child is able to do so for more than two minutes, even if he/she would rather do something else. This item targets respect for authority and social norm following, as well as impulse control.

LMH07 Does the child cry or whine when he/she is made to wait for something he/she wants (e.g., toy or food)?

When the child must wait for something he/she wants (e.g., food, a toy, a game), the child sometimes (more than 25% of the time) cries or complains. This item targets delay of gratification and long-term impulse control.

LMH08 Does the child often kick, bite, or hit other children or adults?

The child frequently (more than once per week) shows aggression toward other children (other than siblings) or adults through kicking, biting, hitting, slapping, or unwanted tackling. This item targets early aggressive or externalizing behavior problems.

LMH09 Does the child become extremely withdrawn or shy in new situations?

When in a new or unfamiliar situation (e.g., meeting someone new, visiting a new place), the child usually (more often than not) becomes very withdrawn or shy, refuses to engage with

others, or shows signs of distress (e.g., crying, clinging to a caregiver).