

Section 2 EARLY CHILD DEVELOPMENT**Information about Young Children aged 0 to 8 years only**

This section of the survey is about your children who are aged up to 8 years. I would like to ask about how they are growing up - the skills they have already developed or are developing. (Write Child ID for each child who is up to 4 years old in the boxes at the top of the table).

2.1 Children aged 0-4. If none - please go to section 2.2.

Interviewer - When answers 'yes' to a higher level skill, skip down to next skill. E.G. if answer is 'Yes' to Skill 1 'Walks confidently' - go on to Skill 2 'Runs without falling . . .' If the answer is 'no', ask whether 'Crawls on hands and knees' - if yes skip to skill 2 and so on.

	Child ID																				
Skill	Does each child.	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
1	Walk confidently	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Crawls on hands and knees	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Sits up unaided	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
2	Run without falling frequently	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Learning to run but not always stable	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
3	Kick a ball or other object without falling over	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Tries to kick but is sometimes unstable	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
4	Catch a ball or object thrown by another adult or child	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

	Tries to throw and catch, not always successful	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
5	Feed him/herself independently	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Feeds him/herself with adult help	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Unable to feed her/himself	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
6	Drink from a cup without spilling	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Drinks from a cup with assistance	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
7	Have full control of bowels and bladder	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Learning to control bowels and bladder	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
8	Wash him/herself with little help	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Washes and dries hands without much help	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
9	Dress and undress without help	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Dresses and undresses with some help	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

10	Play safely outside without supervision	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Can play outside alone but needs to be watched	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
11	Reach and pick up small objects without difficulty	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Holds and examine objects	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Turns eyes towards movement	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
12	Pick up objects between finger and thumb	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Picks up small objects using one hand rather than two	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
13	Search for missing or hidden objects	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Looks in the direction of hidden objects	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
14	Play cooperatively with other children	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Plays simple games such as clapping hands	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

15	Engage in pretend play, such as sweeping, eating or going to sleep	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Imitates adult actions such as sweeping	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
16	Speak using whole sentences	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Speaks using 2-3 word phrases	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Uses single words to communicate	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Responds to own name	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Responds to words by looking around	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
17	Fetch objects from another room or place when asked	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Fetches objects which are in view, when asked	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Understands when told <u>not</u> to do something	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
18	Use gestures to ask for things such as food or drink	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Points at objects or people to communicate meaning	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

Responds to facial gestures (e.g. smiles back when parent smiles)	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
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2.2 FOR CHILDREN AGED 4 TO 8 YEARS OF AGE

Now thinking about your children who are aged 4-8, please answer the following questions about their development.

(Write Child ID codes in the boxes at the top of the table)

Interviewer - When answers 'yes' to a higher level skill, skip down to next skill. E.G. if answer is 'Yes' to Skill 1 'Speaks clearly' - go on to Skill 2 'Understands adult questions . . .' If the answer is 'no', ask whether 'Speaks in short phrases' - if yes skip to skill 2 and so on.

Skill	Does each child . . .	Child ID																			
	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
1	Speak clearly using complete sentences	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Speaks in short phrases but is easily understood	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Communicates by gestures and single words	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
2	Understand adult questions and instructions	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Has difficulty understanding adult questions and instructions	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Does not listen to adult questions and instructions	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
3	Communicate well with other children	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Has difficulty communicating with other children	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

	Does not try to communicate with other children	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
4	Try to join in with jokes, songs or stories	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Enjoys listening to jokes, songs or stories	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Is learning to enjoy jokes, songs or stories	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
5	Count objects carefully and correctly	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Tries to count objects but not always correct	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Shows no interest in numbers or counting	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
6	Tell the time correctly from a clock or watch	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Learning to tell the time	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Understands 'morning', 'afternoon', 'evening', 'night'	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Understands 'yesterday', 'today', 'tomorrow'	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
7	Recognise most written or printed letters or words	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

	Recognise some written or printed letters or words	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Shows interest in learning to read letters or words	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Understands that letters and words can be read	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
8	Write words in Arabic/Kurdish	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Write some words in Arabic/Kurdish	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Writes, or tries to write, own name	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Writes, or tries to write, some letters	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
9	Use words to describe things, such as colours, big/small, soft/hard, wet/dry	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Tries to use words to describe things but is unclear or needs help	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
10	Ask thoughtful questions (how and why things are as they are, how things work)	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

	Asks simple questions such as 'what's that?'	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
11	Answer questions with explanations or reasons ('because...')	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Answers simple questions (naming objects)	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
12	Describe family relationships such as aunt, cousin, grandparent	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Uncertain about family relationships except for mother, father, sister, brother	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
13	Contribute to household income by paid work inside or outside home	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Contributes to household income by helping inside or outside home	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

	Makes no contribution to household income	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
14	Concentrate for more than 10 minutes on a self-chosen activity	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Concentrates for 5 minutes on a self-chosen activity	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Has difficulty concentrating on any activity for more than a minute	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Child ID																				
Skill	Yes No	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref	Y	N	DK	Ref
15	Try to solve problems as they arise, eg tie a broken stick together, mend a bent wheel	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Asks adults to solve problems as they arise by fixing or mending things	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Gives up activities when problems are met	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
16	Adopt rules and routines without difficulty, understanding the need for them	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2

	Adopts rules and routines imposed by adults, but without understanding them	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Has difficulty complying with rules and routines	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
17	Relate well to adults including newly introduced adults	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Relates well to familiar adults	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
18	Relate well to children including those newly met	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2
	Relates well to familiar children	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2	1	2	-1	-2