4 Year In Home Study

Child Test Record Sheets, coded for dataset

Entries in red denote variable names and values used in the <u>analysis dataset</u>.

This document was created on 31 August 2007.

Notes:
1. For some items, the value codes used in the dataset may differ from the codes used in the raw data
2. For all items, the variable names used in the dataset (starting with 'ec') differ from the variable names used in the raw data
3. For most items in the raw data, a 'missing' response is coded as -99 and 'not applicable' is coded as -77, but in the analysis dataset these are recoded to missing values
4. For the McCarthy tests, missing scores are recorded with the value 0 (instead of -99) in the dataset as well as in the raw data
5. The data items shown in this document are generally coded numeric scores, not the actual raw responses of the children (which are only available on the paper originals). These scores have been carried through from the raw data into the dataset.
6. In most tests, only the final test score (often in a grey shaded box) was entered; sub-test scores were usually not entered
7. All data in this score sheet are specific to a particular twin (either elder or younger). The item data in the dataset are held in variables with names ending in '1', relating to the twin in question (the 'index' twin). However, in the double-entered dataset the variables are duplicated for the co-twins, so that data for both twins can be compared within a single row of the dataset. In the dataset, variables with names ending in '1' refer to the index twin, while variables with names ending in '2' refer to the co-twin; both variable names are shown in this document.
8. This document only shows raw scores, not variables derived from the scores
9. The dataset does not contain any free text data from this score sheet; all the data are numeric.
10. The layout and formatting of the pages of the booklet have been slightly modified to incorporate the variable names and codes.

Tester's Name: **ectestr1/2 (ID number, coded from tester's name)**

Child's First Name: _____

Child ID:

Date of Birth:

Date of Test: **evisdate (date value)**

Comments:

A.T.T.   **ecatta/1 (free numeric: hearing test result, measured in decibels)**

McCARTHY SCALES

Test 1. BLOCK BUILDING: Discontinue after failure on both trials of 2 consecutive items.

	Score		Best Score
	Trial 1	Trial 2	
1. tower	(0-3)	(0-3)	(0-3)
2. chair	(0-2)	(0-2)	(0-2)
3. building	(0-2)	(0-2)	(0-2)
4. house	(0-3)	(0-3)	(0-3)
		Total	**ecmcblo1/2 (0-10)** (Max = 10)

Test 2. PUZZLE SOLVING: Discontinue after 3 consecutive failures.

	Time limit	Performance time	Circle obtained score*
1. cat	30"		0 1
2. cow	30"		0 1
3. carrot	30"		0 1 2
4. pear	60"		1"-20" 0 1 2 3 4 5
5. bear	90"		31"-45" 1"-30" 0 1 2 3 4 5 6 7 8 9
6. bird	120"		31"-60" 1"-30" 0 1 2 3 4 5 6 7 8 9

* For items 4-6, bonus points for quick performance are given only if the child completes the puzzle perfectly.

Total	**ecmcpuz1/2 (0-27)** (Max = 27)

Test 3. PICTORIAL MEMORY

Exposure time	Response time	Response			Score
Allow 10"	Allow 90"	button ☐	fork ☐	paper clip ☐	**ecmcpic1/2 (0-6)** (0-6)
		horse ☐	padlock ☐	pencil ☐	

Test 4. WORD KNOWLEDGE:

Part I. Picture Vocabulary		Score
1. apple ☐ tree ☐ house ☐ woman ☐ cow ☐		(0-5)
2. clock	Response:	(0-1)
3. sailboat	Response:	(0-1)
4. flower	Response:	(0-1)
5. purse	Response:	(0-1)
	Total (Part I)	**ecmcwpv1/2 (0-9)** (Max = 9)

Discontinue if score on Part I is less than 6.

Part II. Oral Vocabulary - Discontinue after 4 consecutive failures.		Score (0-2)
1. towel	Response:	
2. coat	Response:	
3. tool	Response:	
4. thread	Response:	
5. factory	Response:	
6. shrink	Response:	
7. expert	Response:	
8. month	Response:	
9. concert	Response:	
10. loyal	Response:	

Total (Part II) **ecmcwov1/2 (0-20)** (Max = 20)

***Test 5. NUMBER QUESTIONS:** Discontinue after 4 consecutive failures

	Right answer	Response	Score (0-1)
1. How many ears do you have?	two		
2. How many noses do you have?	one		
3. How many heads do you have?	one		
4. If you have 2 toys and I give you 1 more, how many toys will you have?	three		
5. Suppose you had 4 balloons. If half of them broke, how many would be left?	two		
6. If I have 3 sweets in each hand, how many pieces do I have altogether?	six		
7. If you have 9 pennies and lose 2 of them, how many will you have left?	seven		
8. If I went to the store and bought a dozen apples, how many apples would that be?	twelve		
9. A box of crayons costs 29 pence and a colouring book costs 23 pence. How much more do the crayons cost than the colouring book?	six		
10. If you buy a toy ball for 20 pence, how much change should you get from a pound coin?	eighty		
11. I am thinking of a secret number. If you 2 times, the number is 8, what is the number?	four		
12. Four children shared 12 biscuits. If each child got the same number of biscuits, how many biscuits did each child get?	three		

Total **ecmcnum1/2 (0-12)** (Max = 12)

Test 6. TAPPING SEQUENCE

	Tapping order	Score			Best score
		trial 1	trial 2	trial 3	
1.	1 - 2 - 3 - 4	(0-2)	(0-2)	(0-2)	(0-2)
Continue only if 1 is correct. Discontinue after 2 consecutive failures on items 2-8					Score
2.	1 - 3 - 4				(0-1)
3.	2 - 4 - 1				(0-1)
4.	4 - 1 - 2 - 3				(0-1)
5.	2 - 3 - 1 - 4				(0-1)
6.	1 - 4 - 3 - 2 - 3				(0-1)
7.	4 - 2 - 3 - 1 - 2				(0-1)
8.	1 - 2 - 4 - 3 - 2 - 1				(0-1)
				Total	**ecmctap1/2 (0-9)** (Max = 9)

***Test 7. VERBAL MEMORY:

Part I. Words and Sentences: Discontinue Part I after three consecutive failures.	Score
1. toy - chair - light	(0-3)
2. doll - dark - coat	(0-3)
3. after - colour - funny - today	(0-4)
4. around - because - under - never	(0-4)
Do NOT stress the <u>underlined</u> words in items 5 and 6	
5. The <u>boy</u> said <u>good-bye</u> to his <u>dog</u> every <u>morning</u> <u>before</u> he <u>went</u> to <u>school</u>	(0-7)
6. The <u>girl</u> <u>tied</u> a <u>pretty</u> <u>pink</u> <u>ribbon</u> on her doll <u>before</u> she <u>went</u> <u>out</u>	(0-9)
Total (Part I)	**ecmcvws1/2 (0-30)** (Max = 30)

Part II. Story: Give part II only if child earned 8 or more (out of 30) on Part I

Now I am going to read you a little story. Listen carefully, and we will see how well you can tell it back to me. You don't have to tell it back to me word-for-word. Just tell me the story as well as you can.

One day after school Bob was walking to the shop. On the way he saw a woman carrying some letters to a postbox. Suddenly, the wind blew the woman's letters into the street. Bob shouted, "I'll get them for you!" He looked both ways and saw that there were no cars coming. He ran into the street and picked up all of the letters. The woman was very happy to get her letters back. She thanked Bob for being such a kind and helpful boy.

	Response	Score (0-1)
1. Term used for Bob		
2. Term used for the woman		
3. Term used for the letters		
4. Bob walking to shop		
5. Bob saw woman		
6. Wind blew letters		
7. Bob shouted, "I'll get them for you!"		
8. Bob was careful		
9. Bob picked up letters		
10. Woman was happy		
11. Woman thanked Bob		

Total (Part II) ecmcvst1/2 (0-11) (Max = 11)

TEST 8 UNSUITABLE FOR THIS AGE

Test 9. LEG CO-ORDINATION: Discontinue after item 5 if both trials of items 1-5 are failed.

	Score		Best score	Notes
	trial 1	trial 2		
1. Walking backwards	(0-2)	(0-2)	(0-2)	
2. Walking on tiptoe	(0-2)	(0-2)	(0-2)	
3. Walking in a straight line	(0-2)	(0-2)	(0-2)	
4. Standing on one foot	(0-2)	(0-2)	(0-2)	
5. Standing on other foot	(0-2)	(0-2)	(0-2)	
6. Skipping	(0-3)	(0-3)	(0-3)	

Total ecmcleg1/2 (0-13) (Max = 13)

Test 10. ARM CO-ORDINATION:
Part I. Ball bouncing

Number of bounces	15	12-14	9-11	6-8	3-5	2	1	0
Score	7	6	5	4	3	2	1	0

Trial 1		Trial 2		Best Score	Preferred Hand
Bounces	Score	Bounces	Score		
(0-15)	(0-7)	(0-15)	(0-7)	**ecmcabb1/2 (0-7)** (0-7)	R L B

Part II. Beanbag catch - Give even if Part I failed. Discontinue Part II if all 3 trials of item 1 are failed			
	Trial	Score	
1. Both hands	1	(0-1)	
	2	(0-1)	
	3	(0-1)	
2. Preferred hand	1	(0-1)	Preferred hand
	2	(0-1)	R L
	3	(0-1)	
3. Other hand	1	(0-1)	
	2	(0-1)	
	3	(0-1)	
Total (Part II)		**ecmcabc1/2 (0-9)** (Max = 9)	

Test 10 Part III. Beanbag target game - Give Part III even if Part II is failed			
	Trial	Score	
1. Preferred hand	1	(0-2)	Preferred hand
	2	(0-2)	R L
	3	(0-2)	
3. Other hand	1	(0-2)	
	2	(0-2)	
	3	(0-2)	
Total (Part III)		**ecmcabt1/2 (0-12)** (Max = 12)	

Test 11. IMITATIVE ACTION

	Score (0-1)	
1. Cross feet		
2. Fold hands		
3. Twiddle thumbs		
4. Sight through tube		Eye used: R L
Total	ecmcimi1/2 (0-4) (Max = 4)	

***Test 12. DRAW-A-DESIGN:** Discontinue after 3 consecutive failures

	Pass-Fail	Score	Preferred hand		
1. ○		(0-1)	R	L	B
2. │		(0-1)	R	L	B
3. —		(0-1)	R	L	B
4. ⌐		(0-2)	R	L	B
5. ✳		(0-2)	R	L	B
6. ⊙⊙		(0-3)	R	L	B
7. ▨		(0-3)	R	L	B
8. ▱		(0-3)	R	L	B
9. ⬖		(0-3)	R	L	B
Total	ecmcdes1/2 (0-19) (Max = 19)				

***Test 13. DRAW-A-CHILD:** Administer only if child earned 1 or more points on Test 12

	Score (0-2)	Preferred hand	Child's comments
1. head		R L B	
2. hair			
3. eyes			
4. nose			
5. mouth			
6. neck			
7. trunk			
8. arms and hands			
9. attachment of arms			
10. legs and feet			

Total **ecmcchi1/2 (0-20)** (Max = 20)

LATERALITY SUMMARY

Hand dominance				
Test 10, Part I	Ball bouncing	R	L	B
Test 10, Part II, item 2	Beanbag catch	R	L	
Test 10, Part III, item 1	Beanbag throw	R	L	
Tests 12 & 13, all items	Drawing	R	L	B
	Totals	R **ecmchr1/2 (0-4)**	L **ecmchl1/2 (0-4)**	B **ecmchb1/2 (0-2)**

***Test 14. NUMERICAL MEMORY:** Discontinue Part I after failure on *both* trials of any item. If child earns 3 or more points on Part I, give Part II and discontinue after failure on any item.

Part I. Forward series				**Part II. Backward series**		
	trial 1	trial 2	Score (0-2)		trial 1	trial 2	Score (0-2)
1.	5 - 8	4 - 9		1.	9 - 6	4 - 1	
2.	6 - 9 - 2	5 - 8 - 3		2.	1 - 8 - 3	2 - 5 - 8	
3.	3 - 8 - 1 - 4	6 - 1 - 8 - 5		3.	5 - 2 - 4 - 9	6 - 1 - 8 - 3	
4.	4 - 1 - 6 - 9 - 2	9 - 4 - 1 - 8 - 3		4.	1 - 6 - 3 - 8 - 5	6 - 9 - 5 - 2 - 8	
5.	5 - 2 - 9 - 6 - 1 - 4	8 - 5 - 2 - 9 - 4 - 6		5.	4 - 9 - 6 - 2 - 1 - 5	3 - 8 - 1 - 6 - 2 - 9	
6.	8 - 6 - 3 - 5 - 2 - 9 - 1	5 - 3 - 8 - 2 - 1 - 9 - 6					

Total (Part I) **ecmcnmf1/2** **(0-12)** (Max = 12)   Total (Part II) **ecmcnmb1/2** **(0-10)** (Max = 10)

***Test 15. VERBAL FLUENCY

	Time limit	Verbatim response	Score (0-9)
1. **Things to eat** Examples: bread, potatoes	20"		
2. **Animals** Examples: cat, bear	20"		
3. **Things to wear** Example: shoes	20"		
4. **Things to ride** Example: bus	20"		
		Total	ecmcvfl1/2 (0-36) (Max =36)

Test 16. COUNTING AND SORTING: if child passed nine or more items on Test 5, give full credit on test 16. Otherwise, administer Test 15 and discontinue after four consecutive failures

	Score (0-1)
1. takes 2 blocks	
2. takes 3 more blocks	
3. answer: 5	
4. puts 2 blocks on each card	
5. answer:2	
6. puts 5 blocks on each card	
7. answer: 5	
8. point: 2nd block from left	
9. point: 4th block from right	
Total	ecmccso1/2 (0-9) (Max =9)

***Test 17. OPPOSITE ANALOGIES

	Score (0-1)
1. The sun is *hot*, and ice is _____.	
2. I throw the ball *up*, and then it comes _____.	
Continue only if child answers at least one of items 1 and 2 correctly, and discontinue after 3 consecutive failures on items 3-9	
3. An elephant is *big*, and a mouse is _____.	
4. Running is *fast*, and walking is _____.	
5. Cotton is *soft*, and rocks are _____.	
6. A lemon is *sour*, and sugar is _____.	
7. Feathers are *light*, and stones are _____.	
8. Syrup is *thick*, and water is _____.	
9. Sandpaper is *rough*, and glass is _____.	
Total	**ecmcopp1/2 (0-9)** (Max =9)

Test 18. CONCEPTUAL GROUPING: discontinue after 4 consecutive failures

				Score
1. Little, big				(0-1)
2. Red, yellow, blue				(0-1)
3. Square, round				(0-1)
	Number right	Number wrong	Right minus wrong	
4. Square blocks	(0-6)	(0-6)	(0-6)	(0-2)
5. Big yellow blocks	(0-2)	(0-10)	(0-2)	(0-2)
6. Big round red block				(0-1)
7. Small blue square (put on all large blocks minus large blue square)				(0-1)
8. Large blue square				(0-1)
9. Large yellow circle and small yellow square				(0-2)
Total				**ecmccgr1/2 (0-12)** (Max =12)

Hand dominance

Check one: (see pages 148-149 of manual)
☐ dominance established (right-handed)   ☐ dominance established (left-handed)
☐ dominance not established   ☐ not scorable

Eye used in sighting (Test 11, item 4)

Check one: (see page 149 of manual)
☐ right   ☐ left   ☐ not scorable

PHONOLOGICAL AWARENESS

Cards

Circle the card chosen as response (whether right or wrong). Code 1 for correct and 0 for incorrect. If child selects wrong item say "**No!**" with puppet shaking head, and have a puppet indicate which card is the right one, saying, for example, "**Lynn likes the bin because bin sounds like Lynn**".

Box position

L=left at 45', A= straight ahead, R=right at 45'.
The box should be at forearm's reach for the child.

Hand(s) used - coding used for items ecph01h1/2 – ecph12h1/2 below:
Use the following in the table below:
"Hands used" = **1=   left**
"Hands used" = **2=   picked up card with left hand, and transferred to right hand to post**
"Hands used" = **3=   used both hands to pick up and post**
"Hands used" = **4=   picked up card with right hand, and transferred to left hand to post**
"Hands used" = **5=   right**

items ecph011/2 – ecpho121/2 (in last column) are all coded as: 1=correct, 0=incorrect

Box position	Puppet	Cards				Hand(s) used (1/2/3/4/5)	Correct (1/0)
A	LYNN	chair	bin			ecph01h1/2	ecph011/2
A	LYNN	tin	bowl			ecph02h1/2	ecph021/2
A	TOAT	hat	boat			ecph03h1/2	ecph031/2
A	TOAT	goat	duck			ecph04h1/2	ecph041/2
R	DAN	spoon	ring	pan	key	ecph05h1/2	ecph051/2
R	DAN	fan	peg	kite	bike	ecph06h1/2	ecph061/2
L	WUG	chair	bed	door	rug	ecph07h1/2	ecph071/2
L	WUG	plate	mug	knife	cake	ecph08h1/2	ecph081/2
L	ZAP	can	plate	cap	frog	ecph09h1/2	ecph091/2
L	ZAP	map	saw	mat	door	ecph10h1/2	ecph101/2
R	PAT	hand	hat	shoe	fish	ecph11h1/2	ecph111/2
R	PAT	sock	cap	tie	cat	ecph12h1/2	ecph121/2

BRITISH ABILITY SCALES

<u>Verbal Comprehension</u>: "**What is this? Yes, it's a teddy bear. Have a good look at him**"

1 pt. each - all items on this page coded as: 1=correct, 0=incorrect

1) Show me teddy's legs ecbas011/2 ☐

2) Show me teddy's mouth ecbas021/2 ☐

3) Show me teddy's eyes ecbas031/2 ☐

4) Show me teddy's arms ecbas041/2 ☐

5) Show me teddy's ears ecbas051/2 ☐

6) Show me teddy's ribbon ecbas061/2 ☐

7) Give me the car *(horse not next to soldier - return to row)* ecbas071/2 ☐

8) Give me the pencil ecbas081/2 ☐

9) Give me the watch ecbas091/2 ☐

10) Give me the horse ecbas101/2 ☐

11) Put the horse in the box ecbas111/2 ☐

12) Put the button on the car ecbas121/2 ☐

13) Put the soldier under the horse ecbas131/2 ☐

14) Which one shows the time? *(remove horse)* ecbas141/2 ☐

15) Which one do we drive? ecbas151/2 ☐

16) Which one barks? ecbas161/2 ☐

(i) name items; ii) replace items after each question)

17) Show me the car; stand it up; now put the car in front of me ecbas171/2 ☐

18) Put a tree behind your back ecbas181/2 ☐

19) Make a boy stand on the bridge ecbas191/2 ☐

20) Make the van move to me ecbas201/2 ☐

21) Put the car under the bridge ecbas211/2 ☐

22) Make the two boys face each other ecbas221/2 ☐

23) Give me the car and the van at the same time ecbas231/2 ☐

24) Give me the bridge and then give me the little tree ecbas241/2 ☐

25) Before you give me the van, give me the little house ecbas251/2 ☐

26) Put a house on each side of the car ecbas261/2 ☐

27) Put a boy between the little tree and the big house ecbas271/2 ☐

GOLDMAN FRISTOE TEST OF ARTICULATION

SOUNDS-IN-WORDS RESPONSE MATRIX

		BLUE	YELLOW	GREEN	
		initial	medial	final	**all items on this page coded as follows:**
1	p	ecgf01i1/2	ecgf01m1/2	ecgf01f1/2	no error **1=correct**
2	m	ecgf02i1/2	ecgf02m1/2	ecgf02f1/2	
3	n	ecgf03i1/2	ecgf03m1/2	ecgf03f1/2	X · error in production **0=incorrect**
4	w	ecgf04i1/2	■	■	
5	h	ecgf05i1/2	■	■	／ · syllable not elicited **2=not elicited**
6	b	ecgf06i1/2	ecgf06m1/2	ecgf06f1/2	
7	g	ecgf07i1/2	ecgf07m1/2	ecgf07f1/2	
8	k	ecgf08i1/2	ecgf08m1/2	ecgf08f1/2	
9	f	ecgf09i1/2	ecgf09m1/2	ecgf09f1/2	
10	d	ecgf10i1/2	ecgf10m1/2	ecgf10f1/2	
11	ŋ	ecgf11i1/2	ecgf11m1/2	ecgf11f1/2	
12	j	ecgf12i1/2	■	■	
13	t	ecgf13i1/2	ecgf13m1/2	ecgf13f1/2	
14		ecgf14i1/2	ecgf14m1/2	ecgf14f1/2	
15	t	ecgf15i1/2	ecgf15m1/2	ecgf15f1/2	
16	l	ecgf16i1/2	ecgf16m1/2	ecgf16f1/2	
17	r	ecgf17i1/2	ecgf17m1/2	ecgf17f1/2	
18	→	ecgf18i1/2	ecgf18m1/2	ecgf18f1/2	
19	θ	ecgf19i1/2	ecgf19m1/2	ecgf19f1/2	
20	v	ecgf20i1/2	ecgf20m1/2	ecgf20f1/2	
21	s	ecgf21i1/2	ecgf21m1/2	ecgf21f1/2	
22	z	ecgf22i1/2	ecgf22m1/2	ecgf22f1/2	
23	ð	ecgf23i1/2	ecgf23m1/2	■	

BLENDS

24	bl	ecgf24b1/2
25	br	ecgf25b1/2
26	dr	ecgf26b1/2
27	fl	ecgf27b1/2
28	kl	ecgf28b1/2
29	kr	ecgf29b1/2
30	pl	ecgf30b1/2
31	sk	ecgf31b1/2
32	sl	ecgf32b1/2
33	st	ecgf33b1/2
34	tr	ecgf34b1/2
35	hw	ecgf35b1/2

NONWORD REPETITION

Introduce the measure to the child as follows (or similar):
"**Now we're going to play a word game. I'm going to say some funny words and I want you to say them after me.**"

If the child is not responsive it can be helpful to say:
"**If you play this game with me, you'll be able to hear yourself on the tape recorder afterwards.**"

<u>Administration</u>

This test should be tape recorded. If there is any doubt about the child's pronunciation of the word, it is best to write the word down as it is pronounced by them, this can be double checked against the tape when coding.

Cover mouth when saying the words.

2 SYLLABLE		3 SYLLABLE			
S	C	S	C	all items on this page coded as follows: 1=correct, 0=incorrect	
				VONK (practice)	
		~		DOPELATE		ecnon011/2
			~	GLISTERING		ecnon021/2
~				PENNEL		ecnon031/2
	~			HAMPENT		ecnon041/2
	~			GLISTOW		ecnon051/2
			~	FRESCOVENT		ecnon061/2
		~		BANNIFER		ecnon071/2
~				BALLOP		ecnon081/2
			~	TRUMPETINE		ecnon091/2
	~			SLADDING		ecnon101/2
	~			TAFFLEST		ecnon111/2
		~		BARRAZON		ecnon121/2
		~		COMMERINE		ecnon131/2
		~		THICKERY		ecnon141/2
~				RUBID		ecnon151/2
			~	BRASTERER		ecnon161/2
~				DILLER		ecnon171/2
~				BANNOW		ecnon181/2
	~			PRINDLE		ecnon191/2
			~	SKITICULT		ecnon201/2

<u>BUS STORY</u>

I'm going to tell you a story about this bus [point]**, then, when I'm finished, I want _you_ to tell _me_ the story about this bus.**

1)   Once upon a time there was a very naughty bus.
       While his driver was trying to mend him, the bus decided to run away.
2)   He ran along the road beside a train.
       They made funny faces at each other and raced each other.
       But the bus had to go on the alone, because the rain went into a tunnel. He hurried into the city where he met a policeman who blew his whistle and shouted "stop, bus".
3)   But the naughty bus paid no attention and ran on into the country.
       He said, "I'm tired of going on the road". So he jumped over a fence.
       He met a cow who said, "Moo, I can't believe my eyes".
4)   The bus raced down the hill. As soon as he saw there was water at the bottom, he tried to stop. But he didn't know how to put on his brakes. So he fell in the pond with a splash and stuck in the mud. When the driver found where the bus was, he telephoned for a crane to pull him out and put him back on the road.

[switch on tape recorder]

Now _you_ tell _me_ the story. Once upon a time there was a..."

[turn pages as child tells story]

And then...

So...

Information Scoring Guide		Information Score	Transcription		Sentence Length	Subordinate Clauses
Bold type = 2 points (1 point if half response is correct)						
Normal type = 1 point						
bus	naughty					
driver	mending/fixing					
bus	**ran away/drove off**					
	met/ran with train					
	made faces					
	raced					
train	**in tunnel**					
bus	**alone**					
	into city/street					
	met/saw policeman					
policeman	blew whistle					
	said Stop					
bus	paid no attention					
	ran on/didn't stop					
	into country					
	tired of/bored with road					
	jumped over fence/gate					
	met/saw cow		All four scores on this page are entered as free numeric data, with values from 0 upwards (there is no clearly-defined upper limit for any of them). The scores are integers for ecbussl1/2 and ecbussc1/2. Decimal values are allowed for ecbusin1/2 and ecbusa5l/2.			
cow	moo					
	not believe eyes					
bus	**went downhill**					
	saw water					
	tried to stop					
	didn't know how					
	brake/stop					
	fell in water					
	splash					
	stuck					
	in mud					
driver	**found bus/him**	Information Total		TOTALS	**ecbussl1/2**	**ecbussc1/2**
	rang for crane					
crane	**lifted out/pulled up**	**ecbusin1/2**		A5LS	**ecbusa5l/2**	
bus	back on road					

ACTION PICTURES

Picture Number	Responses	Information Score	Grammar Score
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....	**Both scores on this page are entered as free numeric data, with values from 0 upwards (there is no clearly-defined upper limit for either of them).**		
....			
....			
....			
....	**The scores are integers for ecactgr1/2.**		
....	**Decimal values are allowed for ecactin1/2.**		
....			
....			

	Total	ecactin1/2	ecactgr1/2
	Age Equivalence		

BAYLEY BEHAVIOUR RATINGS

all items in this section coded with values 1-5, as shown

A | **Positive affect**   ecbaya1/2 |

1 No positive affect displayed
2 One or two brief displayed of positive affect
3 Three or more brief displays of positive affect
4 One or two intense, heightened or prolonged displays of positive affect
5 Three or more intense, heightened or prolonged displays of positive affect

B | **Negative affect**   ecbayb1/2 |

1 Three or more intense, heightened or prolonged displays of negative affect
2 One or two intense, heightened or prolonged displays of negative affect
3 Three or more brief displays of negative affect
4 One or two brief displays of negative affect
5 No negative affect displayed

C | **Soothability when upset**   ecbayc1/2 |

1 Cannot be soothed
2 Soothed only by being physically comforted (e.g., held, patted)
3 Soothed by being given a desired toy or object
4 Soothed by being spoken to
5 Does not need external assistance to be soothed

D | **Hypersensitivity to test materials and stimuli**   ecbayd1/2 |

1 Constantly hypersensitive; hypersensitivity disrupts testing
2 Typically hypersensitive; returns to test activity in one or two instances
3 Occasionally hypersensitive
4 Typically reacts appropriately; hypersensitive in a few instances
5 Constantly reacts appropriately

E | **Energy**   ecbaye1/2 |

1 Consistently lacks animation or energy; tired and lacklustre
2 Typically tired and lacklustre; one or two periods of animation or energy
3 Animated and energetic half the time; tired and lacklustre half the time
4 Typically animated or energetic; one or two periods of being tired
5 Consistently animated or energetic

F | **Adaptation to change in test materials**   ecbayf1/2 |

1 Consistently resists relinquishing materials and/or refuses to accept new materials
2 Typically resists relinquishing materials and/or refuses to accept new materials; 1 or 2 easy transitions
3 Makes poor transitions half the time; makes good transitions half the time
4 Typically relinquishes materials and accepts new materials; 1 or 2 poor transitions
5 Consistently relinquishes materials and accepts new materials

G | **Interest in test materials and stimuli**   `ecbayg1/2`

1 No interest
2 One or two displays of interest
3 Moderate interest
4 Much interest
5 Constant interest

H | **Initiative with tasks**   `ecbayh1/2`

1 Consistently shows no initiative
2 Typically shows no initiative; 1 or 2 instances of initiative
3 Shows initiative half the time
4 Typically shows initiative; 1 or 2 instances of no initiative
5 Consistently shows initiative

I | **Exploration of objects and/or surroundings**   `ecbayi1/2`

1 No exploration
2 1 or 2 instances of exploration
3 Moderate exploration
4 Much exploration
5 Constant exploration

J | **Attention to tasks**   `ecbayj1/2`

1 Constantly off task; does not attend
2 Typically off task; attends in 1 or 2 instances
3 Off task half the time
4 Typically attends; attention wanders in 1 or 2 instances
5 Constantly attends

K | **Persistence in attempting to complete tasks**   `ecbayk1/2`

1 Consistently lacks persistence
2 Typically not persistent; one or two instances of persistence
3 Lacks persistence half the time
4 Typically persistent; lacks persistence in 1 or 2 instances
5 Consistently persistent

L | **Enthusiasm towards tasks**   `ecbayl1/2`

1 Consistently unenthusiastic; no particular interest beyond attending to the tasks
2 Typically unenthusiastic; enthusiasm in 1 or 2 instances
3 Unenthusiastic half the time
4 Typically enthusiastic; unenthusiastic in 1 or 2 instances
5 Consistently enthusiastic

M | **Fearfulness**   `ecbaym1/2`

1 Constantly fearful; never trusting
2 Typically fearful; one or two instances of trust
3 Fearful half the time; trusting half the time
4 Typically trusting; one or two instances of fear
5 Constantly trusting; never fearful

N | **Frustration with inability to complete tasks**   `ecbayn1/2`

1   Consistently becomes frustrated
2   Typically becomes frustrated
3   Occasionally becomes frustrated
4   Rarely becomes frustrated
5   Never becomes frustrated

O | **Orientation to examiner**   `ecbayo1/2`

1   Consistently avoids or resists; never responsive
2   Typically avoids or resists; 1 or 2 instances of responsiveness
3   Avoids or resists half the time; trusting half the time
4   Typically trusting; 1 or 2 instances of fear
5   Constantly trusting; never fearful

P | **Social engagement**   `ecbayp1/2`

1   No attempts to interact socially
2   One or two attempts in interact socially
3   Several attempts to interact socially
4   Many attempts to interact socially
5   Constant attempts to interact socially

Q | **Cooperation**   `ecbayq1/2`

1   Consistently resists suggestions or requests
2   Typically resists suggestions or requests; 1 or 2 instances of responsiveness
3   Resists suggestions or requests half the time; cooperates half the time
4   Typically cooperates; 1 or 2 instances of resistance
5   Consistently cooperates

R | **Gross-motor movement required by tasks**   `ecbayr1/2`

1   Consistently inappropriate
2   Typically inappropriate
3   Inappropriate half the time; 1 or 2 instances of appropriate gross-motor movement
4   Typically appropriate; 1 or 2 instances of inappropriate gross-motor movement
5   Consistently appropriate

S | **Fine-motor movement required by tasks**   `ecbays1/2`

1   Consistently inappropriate
2   Typically inappropriate
3   Inappropriate half the time; 1 or 2 instances of appropriate fine-motor movement
4   Typically appropriate; 1 or 2 instances of inappropriate fine-motor movement
5   Consistently appropriate

T | **Control of movement**   `ecbayt1/2`

1   Consistently clumsy or jerky
2   Typically clumsy or jerky
3   Jerky or clumsy half the time; smooth or coordinated half the time
4   Typically smooth or coordinated
5   Consistently smooth or coordinated

U | **Hypotonicity** `ecbayu1/2`

1 Consistently hypotonic; like a rag doll
2 Typically hypotonic; 1 or 2 instances of normal muscle tone
3 Hypotonic half the time; normal muscle tone half the time
4 Typically normal muscle tone; 1 or 2 instances of hypotonicity
5 Absence of hypotonicity

V | **Hypertonicity** `ecbayv1/2`

1 Consistently hypertonic; muscles are rigid or tight
2 Typically hypertonic; 1 or 2 instances of normal muscle tone
3 Hypertonic half the time; normal muscle tone half the time
4 Typically normal muscle tone; 1 or 2 instances of hypertonicity
5 Absence of hypertonicity

W | **Tremulousness** `ecbayw1/2`

1 Constant
2 Frequent
3 Occasional
4 Infrequent
5 None

X | **Slow and delayed movements** `ecbayx1/2`

1 Consistently slow and delayed
2 Typically slow and delayed; 1 or 2 instances of movement that has appropriate timing and pacing
3 Slow and delayed half the time; appropriately timed and paced half the time
4 Typically appropriate timing and pacing; one or two instances of slow and delayed movement
5 Consistently appropriate timing and pacing

Y | **Frenetic movement** `ecbayy1/2`

1 Consistently frenetic
2 Typically frenetic; 1 or 2 instances of movement that has appropriate timing and pacing
3 Frenetic half the time; appropriately timed and paced half the time
4 Typically appropriate timing and pacing; one or two instances of frenetic movement
5 Consistently appropriate timing and pacing

Z | **Hyperactivity** `ecbayz1/2`

1 Consistently hyperactive; fidgety and agitated in movement
2 Typically hyperactive; one or two instances of appropriate activity level
3 Hyperactive half the time; appropriate activity half the time
4 Typically not hyperactive; one or two instances of hyperactivity
5 Consistently not hyperactive; never fidgety or agitated in movement

Factor Scores   (these scores not used)

1) Orientation/Engagement

   add scores for: **A + E + G + H + I + L + M + O + P =**

2) Emotional/Regulation

   add scores for: **B + D + F + J + K + N + O + Q + Y + Z =**

3) Motor Quality

   add scores for: **R + S + T + U + V + W + X + Y =**

4) Additional Items

   score for **C** only =

5) TOTAL RAW SCORE

   add scores for all 26 items, **A - Z**

   (NB: don't just add the factors above, because some items are used twice in them)

Observation of Separation Anxiety from Mother

1) Mother needs to come in **ecsepm1/2**
   Yes = 1, No = 0

a) How long for? **ecsepml1/2**
   <5mins = 1, >5 mins = 2

b) Protests when mother leaves? **ecsepro1/2**
   Yes = 1, No = 0

c) Length of longest protest? **ecseprl1/2**
   <2mins = 1, >2 mins = 2

   Number of times child protested at mother leaving
   ecseprn1/2 (integer free numeric, 1 or more)

Observation of Separation Anxiety from Twin

1) Child resists being separated from twin **ecsept1/2**
   Yes = 1, No = 0

a) How long for? **ecseptl1/2**
   <5mins = 1, >5 mins = 2