



**BIRTH TO TEN: 1995  
DEVELOPMENTAL QUESTIONNAIRE  
5 YEARS**

Today's 

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 Date

BTT ID 

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CHILD'S NAME: \_\_\_\_\_

SURNAME: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

WHO PROVIDED THE INFORMATION: \_\_\_\_\_

WHAT IS THE RELATIONSHIP OF THE INFORMANT TO THE CHILD?  
\_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_ CHILD'S DATE OF BIRTH \_\_\_\_\_

**Interviewer:** Please note on questionnaire if the refuses to do any item (write Refused)

**Instructions:** I want to ask you about how **X** (Child's name) is developing, and also want to look at how he/she is learning to do new things.

**ASK THE CAREGIVER THE FOLLOWING QUESTIONS:**

Score the responses **YES (1)**, **NO (2)** or **NO OPPORTUNITY (3)**. **NO OPPORTUNITY** means that the child has not had a chance to demonstrate whether or not they can do the item, either because the caregiver does not allow the child to try alone or the child does not have the means, equipment or resources to do the item.

1. Can **X** dress him-herself without help?

That is, choose clothes, button or zip clothes (except when fasteners are at the back), put on shoes (except for tying shoelaces)

2. Can **X** play any simple board or card games?

Like Drafts or Morabaraba, the game may be home-made or bought, the child must be able to really understand and play the game

3. Can **X** brush his or her teeth without help or supervision sometimes?

Including putting toothpaste on. (In case the caregiver concludes that small children should be able to brush their teeth without help-once the caregiver has answered the question, advise them that they should brush the child's teeth occasionally to ensure proper cleaning)

4. Can **X** get him-or herself a bowl, spoon, dishing it out without making too much mess, and pouring milk (or other liquid) on it

**INTERVIEWER TO SIT NEXT TO THE CHILD AT A LOW TABLE, WITH CHILD COMFORTABLE, NEXT TO MOTHER IF NECESSARY**

**5. Build a tower of blocks**

Put the eight blocks in front of the child, and ask the child (with demonstrations if necessary, but not help) to stack them, or build a tower, or tall building. Record the highest number of blocks the child can stack before the tower topples down. Give the child three chances

**6 & 7 Count blocks (1)**

Put the 8 blocks in front of the child. Ask him or her to put one block on your piece of paper. Record how many blocks the child puts on the paper.

**NO OF BLOCKS** \_\_\_\_\_

**7. Say number of blocks (1)**

When child has finished, correct the number of blocks on the paper if necessary and ask the child "How many blocks are on the paper". Record the child's answer.

**NO OF BLOCKS** \_\_\_\_\_

**8 & 9. Count blocks (5)**

Ask the child to put five blocks on your piece of paper. Record the no of blocks.

**NO OF BLOCKS** \_\_\_\_\_

**8. Say number of blocks (5)**

When the child has finished, correct the number of blocks on the paper if necessary and ask the child "How many blocks are on the paper". Record the child's answer.

**NO OF BLOCKS** \_\_\_\_\_

**9. Imitate vertical line**

Interviewer draws a vertical line in the space below. Give the child a pencil and ask him/her to draw a line just like yours.

Repeat three times.



**11. Copy a circle**

Show the child the first circle drawn on the questionnaire. Without naming the figure or moving your fingers or pencil to show how to draw it, ask the child to draw a picture like the one shown here.

**Repeat three times.**



12. Copy a +

Show the child the first cross drawn on the questionnaire. Without naming the figure or moving your fingers or pencil to show how to draw it, ask the child to draw a picture like the one shown here

**Repeat three times.**



13. Copy a square

Show the child the first square drawn on the questionnaire. Without naming the figure or moving your fingers or pencil to show how to draw it , ask the child to draw a picture like the one shown here.

**Repeat three times.**

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14. Copy a square- demonstrated

If the child is unable to copy the square from the picture, show the child how to draw a square by drawing two opposite sides (rather than drawing the square with a continuous motion).

**Repeat three times.**

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15-17. Pick a longer line

Show the child the two lines below, and ask the child which line is “longer” (don’t say “bigger”- we need to know if the child understands the concepts “longer”).

**CHILD RECOGNISES-YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**16. Repeat second time**

Turn the page upside down and repeat the question about which line is “longer”

**CHILD RECOGNISES-YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**17. Repeat third time**

Turn the page the right way up again and repeat the question about which line is “longer”

**CHILD RECOGNISES-YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**IF CHILD DOES NOT RECOGNISE THE LONGER LINE, REPEAT 3 MORE TIMES, TURNING PAGE EACH TIME**

Repeat a fourth time CHILD RECOGNISES- YES \_\_\_\_\_ NO \_\_\_\_\_

Repeat a fifth time CHILD RECOGNISES-YES \_\_\_\_\_ NO \_\_\_\_\_

Repeat a sixth time CHILD RECOGNISES-YES \_\_\_\_\_ NO \_\_\_\_\_



### **18. Draw a person**

Put the blank sheet of paper in front of the child, and ask the child to draw a picture of a person. Make sure the child has finished the drawing before moving on to the next time

**19. Use of objects**

Ask the child the following questions, and record the child's answer:

(a). "What do you do with a cup?"

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(b). "What is a chair used for?"

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(c). "What is a pencil used for?"

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**20. Knows actions**

Show the child the following 5 pictures and ask the child (tick RIGHT or WRONG):

- (a) "Which one flies?" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (b) "Which one says MEOW?" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (c) "Which one talks?" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (d) "Which one barks?" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (e) "Which one gallops?" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_

### 21. Understands prepositions

Give the child a block and give the following instructions (Tick RIGHT or WRONG).

- (a). "Put the block on the table" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (b). "Put the block under the table" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (c). "Put the block in front of me" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (d). "Put the block behind me" RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_

### 22. Names colours

Put a red, blue, yellow and a green block on the table in front of the child. Point to each block one at a time and ask "What colour is this?". Scramble blocks before each question.

- (a). Red RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (b). Blue RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (c). Yellow RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_
- (d). Green RIGHT \_\_\_\_\_ WRONG \_\_\_\_\_

### 23. Defines words

Make sure the child is listening to you and then say "I am going to say a word and I want you to tell me what it is. Say "What is a .....". Ask the child to tell you something about it (But do not ask the child what to do with it). Record the child's response.

**Repeat the question 3 times if necessary to get a response from the child.**

- (a). Ball \_\_\_\_\_
- (b). Lake \_\_\_\_\_
- (c). Desk \_\_\_\_\_
- (d). House \_\_\_\_\_
- (e). Banana \_\_\_\_\_
- (f). Curtain \_\_\_\_\_
- (g). Fence \_\_\_\_\_
- (h). Ceiling \_\_\_\_\_

## 24. Knows adjectives

Ask the child the following questions. Record the child's answers

(a). "What do you do when you are cold?" \_\_\_\_\_  
\_\_\_\_\_

(b). "What do you do when you are tired?" \_\_\_\_\_  
\_\_\_\_\_

(c). "What do you do when you are hungry?" \_\_\_\_\_  
\_\_\_\_\_

## 25. Opposites

Say each of the following sentences slowly and distinctly, and wait for the child to fill in the blank.

Repeat each sentence three times if necessary.

(a). "If a horse is big, a mouse is \_\_\_\_\_"

(b). "If fire is hot, ice is \_\_\_\_\_"

(c). "If the sun shine during the day, the moon shines during the \_\_\_\_\_"

## 26. Thumb wiggle

Demonstrate with one or both hands by making a fist with thumb pointing upward. Wiggle only your thumb. Ask the child to wiggle his/her thumb (or thumbs) the same way. Do not help the child, apart from demonstrating. Record whether PASS or FAIL

**PASS** \_\_\_\_\_ or **FAIL** \_\_\_\_\_ if child can move the thumb of either hand without moving any other fingers

### 27. Balance each foot

Have the child stand away from all support. Show the child how to balance on one foot.

Tell the child to do this, and **give the child 3 chances**. Record the number of seconds the child is able to stand on **RIGHT FOOT ALONE** and then **LEFT FOOT ALONE**.

Right Foot- Trial 1 \_\_\_\_\_ seconds  
                  Trial 2 \_\_\_\_\_ seconds  
                  Trial 3 \_\_\_\_\_ seconds

Left Foot- Trial 1 \_\_\_\_\_ seconds  
                  Trial 2 \_\_\_\_\_ seconds  
                  Trial 3 \_\_\_\_\_ seconds

### 28. Hopping

With the child away from all support, ask him/her to hop on one foot (foot of child's choice- left or right). Demonstrate. Score PASS or FAIL. Pass if the child hops on one foot 2 or more times in a row, either on the same place or while moving, without holding onto anything

PASS \_\_\_\_\_ FAIL \_\_\_\_\_

### 29. Heel-to-toe walk

Demonstrate how to walk in a straight line, placing the heel of one foot in front of and touching the toe of the other. Walk about 8 steps like this and then ask the child to do it. If necessary demonstrate again. Give the child three chances. Score PASS or FAIL. Score pass if the child can walk in a straight line at least 4 steps, placing the heel no more than about 2-3cm in front of the toe, and without losing his/her balance.

PASS \_\_\_\_\_ FAIL \_\_\_\_\_

### INTERVIEWER RATE THE CHILD'S SPEECH

### 30. Speech all understandable

Rate the child's speech as heard during the assessment. Place a tick against ALL or HALF UNDERSTABLE.

**HALF UNDERSTANDABLE** \_\_\_\_\_ **ALL UNDERSTANDABLE** \_\_\_\_\_