



**BIRTH TO TWENTY BABIES
6 MONTH DEVELOPMENT ASSESSMENT QUESTIONNAIRE**

DATE: Day Month Year

BTT ID NUMBER:

BONE STUDY ID NUMBER:

Name of Child: _____

Surname of Child: _____

SCORING KEY: 1 = PASS; 2 = FAIL ; 3 = MOTHER REPORTS PASS

MAT SEQUENCES FOR ROLLING, SITTING. ETC.

Lay child on back on mat, attract attention with rattle and lay rattle on child's side just beyond reach:

1.	Can the child roll onto side to reach object?	1	2	3
2.	Can child roll onto stomach to reach object?	1	2	3

Put child on side on the mat and encourage toy:

3.	Can the child roll onto back from side?	1	2	3
4.	Can child roll from side to side?	1	2	3

Lay child on back on mat. Talk to child, extending arms as if to lift child, or hold toy out to child:

5.	Does child show excitement or movement in anticipation of being lifted?	1	2	3
6.	Does child stretch up hands in an effort to be lifted?	1	2	3
7.	Does child make any effort to raise head & shoulders while lying on back?	1	2	3

Gently place a tissue on child's face:

8.	Does child pull paper away?	1	2	3
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<i>While lying on back, allow child to grasp examiner's thumbs or index fingers:</i>			
9.	Does child lift head off the ground?	1	2 3
10.	Does child lift head and shoulders off the ground?	1	2 3
11.	Can child pull self to a sitting position with the support of examiner's fingers?	1	2 3
12.	Can child pull self to a standing position with the support of examiners fingers?	1	2 3
13.	OBSERVE: Can child pull self to a standing position using furniture other props for support?	1	2 3

<i>Pull the child to the standing position and hold under arms:</i>			
14.	Does child make stepping movements that propel self forward, but without Coordinating body, or really taking weight (stationary dancing)?	1	2 3
15.	With less support, e.g. only holding child's hands, does child make coordinated stepping movements, one foot in front of other?	1	2 3

<i>Put child in the sitting position, supporting child if necessary, with hand at child's back:</i>			
16.	Is child's back straight and firm, not curved?	1	2 3
17.	Can child hold head erect with firm neck?	1	2 3
18.	Can child sit with slight support?	1	2 3
19.	Sit alone for 2-3 seconds?	1	2 3
20.	Sit alone for 30 seconds or more?	1	2 3
21.	Sit alone steadily?	1	2 3
22.	Sit alone with good coordination while doing things with hands?	1	2 3
23.	If tempted by a toy, can child pull self to a standing position, from sitting, by holding examiner or nearby props and furniture?	1	2 3

<i>Place child on stomach on mat & put toy of child about 30cms out of reach:</i>			
24.	Does child lift head and chest, using hands to push self up?	1	2 3
25.	Does child draw up knees, or move hands in an effort to crawl, even if child does not move at all?	1	2 3
26.	Does child make a vigorous effort to crawl, struggles to reach toy?	1	2 3
27.	Can child turn around on the floor, e.g. to follow your movements, or movement of a toy?	1	2 3
28.	Can child creep or hitch along?	1	2 3

OBJECT-USE:RED RING, ROD, BLOCKS, BELL –RING, BALL, E.T.C

<i>Sit child on mother's lap at table, with arms free, and movements unencumbered:</i>			
29.	OBSERVE: Does child finger the table edge?	1	2 3
30.	OBSERVE: Does child actively play with table edge or explore the surface of the table?	1	2 3
31.	OBSERVE: Does child finger own hands?	1	2 3

<i>Offer the red ring to the child, without putting it in his/her hand:</i>			
32.	Does child take the ring?	1	2 3
33.	Does child put the red ring in mouth?	1	2 3

Take the ring gently & dangle it about 25cm from the child and slightly above his/her line of vision, move slowly from side to side:

34.	Does child's head follow direction of the ring?	1	2	3
35.	Does child reach for or clutch at the ring?	1	2	3
36.	Does child manage to grasp the dangling ring, even momentarily?	1	2	3
37.	Does child reach persistently for the ring?	1	2	3

Take the ring gently and pull it around the table by the string to attract child. Lay it down with string about 10cm from child's hand:

38.	Does child watch the ring being pulled along?	1	2	3
39.	Does child pick up the string, by whatever method?	1	2	3
40.	Does child play with, or mouth, string?	1	2	3
41.	Does child look intentionally at the ring?	1	2	3
42.	Does child get hold of the ring, even not intentionally?	1	2	3
43.	Does child get hold of the ring by pulling the string?	1	2	3

Offer child the plastic spoon without putting it in his/her hand:

44.	Does child take and hold the spoon?	1	2	3
45.	Does child pick up the plastic cup if it is put on the table nearby?	1	2	3
46.	Does child lift upside-down cup if toy is put underneath?	1	2	3
47.	Does child lift cup by handle?	1	2	3
48.	Does child find "find" the toy?	1	2	3
49.	Does child turn head to watch if examiner drops the spoon obviously?	1	2	3
50.	Does child "look" for the dropped spoon?	1	2	3

Hold mirror in front of baby, talk and smile:

51.	Does child approach mirror with head or hands?	1	2	3
52.	Does child look at self?	1	2	3
53.	Does child smile at self?	1	2	3
54.	Does Child try to "play" with image ,reach, touch, bang, mouth?	1	2	3

Out of sight, ring hand bell once about 40cm away from each of child's ears:

55.	Does child move eyes in search of the sound?	1	2	3
56.	Move head in search of the sound?	1	2	3
57.	Turn head deliberately to right and left in direction of bell's sound?	1	2	3

Put the hand bell down near the child:

58.	Does child look at the bell?	1	2	3
59.	Does child show interest in bell?	1	2	3
60.	Does child grasp the bell?	1	2	3

Give bell to child if child does not grasp it:

61.	Does child seem to want to make sounds or noises with the bell, or with any other Objects (banging etc)	1	2	3
62.	Does child handle the bell and explore its details?	1	2	3
63.	Can child ring bell purposively, shaking it?	1	2	3

<i>Put coloured rod in child's hand:</i>				
64.	Can child hold rod?	1	2	3
<i>Put coloured block in child's hand:</i>				
65.	Does child hold for block?	1	2	3
66.	Can child hold two blocks if another is put in other hand?	1	2	3
67.	Does child play with blocks, one in each hand, banging etc?	1	2	3
68.	Does child bang blocks together in midline?	1	2	3
<i>Gently take block from child & place it on table within child's reach:</i>				
69.	Does child reach for block, even if doesn't touch it?	1	2	3
70.	Does child show eye-hand co-ordination in reaching for block?	1	2	3
71.	Does child pick up block?	1	2	3
72.	Can child pick up block deftly & directly?	1	2	3
<i>Hand child another block:</i>				
73.	Does child reach for the second block?	1	2	3
74.	Does child drop first block in an effort to get second block?	1	2	3
75.	Does child hold onto two blocks even when a third block is offered?	1	2	3
76.	Does child drop one block to get the third?	1	2	3
77.	While holding onto two blocks, does child try to get the third by scooping etc?	1	2	3
<i>Put pegboard within child's reach:</i>				
78.	Does child finger the holes?	1	2	3
<i>Attract child's attention to pink sweet:</i>				
79.	Does child look at sweet?	1	2	3
80.	Does child try to get sweet?	1	2	3
81.	Does child get sweet by scooping/ranking?	1	2	3
82.	Does child pick up sweet between thumb & fingers?	1	2	3
83.	Does child pick up sweet between thumb & forefinger?	1	2	3
<i>General observation of object- use:</i>				
84.	Does child glance from one object to another?	1	2	3
85.	Can child transfer objects from one hand to another?	1	2	3
86.	Does child bang any objects on table or together, in play?	1	2	3
<i>Observation of reach and grasp:</i>				
87.	Does child tend to reach with one hand/arm rather than both?	1	2	3
88.	Does child wrist rotate while handling objects?	1	2	3
89.	Does child grasp block with fingers against palm?	1	2	3
90.	Does child grasp block between thumb & whole hand?	1	2	3
91.	Does child grasp block between thumb and fingers only?	1	2	3

RING BELLS, RATTLE & TUNING FORK

<i>Attract child to ring bells:</i>				
92.	Can child follow the slow movement of ring bell in a circle about 35cm in front of child's face?	1	2	3
93.	Can child reach and grasp ring bell when held just beyond reach?	1	2	3
94.	Does child play with ring bell?	1	2	3
95.	Does child "listen" to tuning fork?	1	2	3
96.	Does child turn head to sound of the rattle?	1	2	3

LAST OBJECTS-BALL & PAPER

97.	Does child watch an upright spoon being moved across the table?	1	2	3
98.	Does child watch ball being rolled across the table?	1	2	3
99.	Does child watch examiner scribbling deliberately in front of child?	1	2	3
100.	Does child reach and take paper?	1	2	3
101.	Does child take and "play" with paper?	1	2	3

OBSERVE WHILE TESTING THE BABY

102.	Is child aware of the strange situation?	1	2	3
103.	Does child look around, as if visually exploring new environment?	1	2	3
104.	Does child return examiners glance with cooing and smiling?	1	2	3
105.	Is child friendly to strangers?	1	2	3
106.	Does child follow moving persons with eyes?	1	2	3
107.	Does child turn head to person talking?	1	2	3
108.	Does child appear to "listen" to conversation?	1	2	3
109.	Does child vocalise when talked to?	1	2	3
110.	Does child "talk" (babble) when talked to, or "talk" to toy?	1	2	3
111.	Does child respond when called, e.g. turn round when examiner says "hello", or call child's name?	1	2	3

OBSERVE OR QUESTION MOTHER

112	Can examiner detect attitudes in child's vocalizations, e.g. pleasure, anger?	1	2	3
113	Does child "shout" or call for attention?	1	2	3
114	Can examiner distinguish vocalizations incorporating at least 2 different syllables e.g. aa,da,ma,goo,la etc) made by the child at any time?	1	2	3
115	At least 4 different syllables?	1	2	3
116	Does child vocalise in sing-song or singing tone?	1	2	3
117	Any 2-syllable words (e.g ba-ba)?	1	2	3
118	Babbled phrases consisting of 4+ syllables altogether	1	2	3
119	Any clear word?	1	2	3
120	Does child do the tasks at the table quite enthusiastically?	1	2	3
121	Does child slightly resist objects being taken away?	1	2	3
122	Does child become displeased when objects are taken away?	1	2	3

QUESTIONS TO MOTHER WHILE ASSESSING THE BABY

123	Has she ever noticed baby playing with own toes?	1	2	3
124	Has she ever noticed child inspecting own hands?	1	2	3
125	Is baby active in the bath, does child kick?	1	2	3
126	Does baby take, even a little, liquid from a cup that's held to child's lips?	1	2	3
127	Does child try to help hold the cup while drinking?	1	2	3
128	Does child laugh at simple games, like "where's baby"?	1	2	3
129	Does child actively play such games, eg by looking for partner?	1	2	3
130	Does baby like "rough" games, like being lifted high in the air, or bounced?	1	2	3
131	Does child seem to "listen" to music?	1	2	3
132	Can child's crying be stopped by talking, by singing or other music?	1	2	3
133	Does child listen selectively to certain words, e.g names of family?	1	2	3
134	Does child know strangers from familiar people?	1	2	3

RATING OF INFANT (according to codes given below)

135.	<i>Responsiveness to the examiner:</i>				
	Avoiding/Withdrawn 1	Hesitant 2	Accepting 3	Friendly 4	Inviting 5
136.	<i>Cooperativeness during testing session:</i>				
	Refuses all 1	Refuses a few times 2	Accepts testing 3	Enjoys testing 4	
137.	<i>Fearfulness during testing:</i>				
	Very fearful 1	Slight vigilance 2	Bothered but settles 3		No fear 4
138.	<i>General emotional tone:</i>				
	Unhappy throughout 1	Serious 2	Somewhat happy 3	Happy throughout 4	
139.	<i>Interest in toys and other objects used in testing session:</i>				
	No interest 1	Loses interest quickly 2	Interested 3	Very possible 4	
140.	<i>Persistence and goal-directedness:</i>				
	No persistence 1	Gives up easily 2	Quite persistence 3	Won't give up 4	
141.	<i>Activity, amount of gross body movement:</i>				
	Very still 1	Little inactive 2	Moderate activity 3	Overactive 4	