



Caregiver-Reported Early Development Instruments

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## **ITEM GUIDE: SHORT FORM**

January 29<sup>th</sup>, 2018

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# INTRODUCTION

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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](#).

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## ITEMS

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<b>A1</b>	<b>Does the child smile when others smile at him/her?</b> 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).
<b>A2</b>	<b>Does the child grasp onto a small object (e.g., your finger, a spoon) when put in his/her hand?</b> 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.
<b>A3</b>	<b>Does the child recognize you or other family members (e.g., smile when they enter a room or move toward them)?</b> 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.
<b>A4</b>	<b>Does the child show interest in new objects by trying to put them in his/her mouth?</b> 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.
<b>A5</b>	<b>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?</b> 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.

<b>A6 B1</b>	<b>Can the child pick up a small object (e.g., a small toy or small stone) using just one hand?</b> 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.
<b>A7</b>	<b>When lying on his/her back, does the child grab his/her feet?</b> 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.
<b>A8 B6</b>	<b>Does the child look at an object when someone says "look!" and points to it?</b> 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.
<b>A9 B4</b>	<b>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)?</b> 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.
<b>A10 B3</b>	<b>Does the child intentionally move or change his/her position to get to objects that are out of reach?</b> 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.
<b>A11 B2</b>	<b>Does the child play by tapping an object on the ground or a table?</b> 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).
<b>A12 B5</b>	<b>Can the child hold him/herself in a sitting position without help or support for longer than a few seconds?</b> 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.
<b>A13</b>	<b>Can the child pick up and eat small pieces of food with his/her fingers?</b>

B7	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.
A14 B9	<b>Can the child transfer a small object (e.g., a small toy or small stone) from one hand to the other?</b> 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.
A15 B10	<b>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)?</b> 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.
A16 B8	<b>Can the child crawl, roll, or scoot forward on his/her own?</b> 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.
A17 B12	<b>Can the child throw a small ball or small stone in a forward direction using his/her hand?</b> 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.
A18 B11	<b>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?</b> 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.
A19 B13	<b>Can the child say <i>one</i> or more words (e.g., names like "Mama" or "ba" for "ball")?</b> 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.
A20 B15	<b>Can the child walk several steps while holding on to a person or object (e.g., wall or furniture)?</b> 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.
B14	<b>Does the child ask you for help using signs or words when he/she cannot do something</b>

**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.

**B16  
C2 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.

**B17  
C1 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.

**B18  
C7 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.

**B19  
C4 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.

**B20  
C8 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.

**C3 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.

**C5 Is the child kind to younger children (e.g., speaks to them nicely and touches them gently)?**

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.

**C6 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.

**C9 Does the child involve others in play (i.e., play interactive games with other children)?**

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.

**C10 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).

**C11 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.

**C12 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.

**C13 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.

**C14 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.

**C15 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.

**C16 D3 Can the child correctly name at least one family member other than mom and dad (e.g., name of brother, sister, aunt, uncle)?**

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.

**C17  
D2 Can the child ask for something (e.g., food, water) by name when he/she wants it?**

The child is able to clearly verbalize a desire for a specific object or person using words. This item targets expressive language.

**C18  
D1 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.

**C19  
D4  
E1 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.

**C20  
D6  
E2  
F1 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.

**D5 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.

**D7 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.

**D8  
E3  
F4 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.

**D9  
E4 Can the child jump with both feet leaving the ground?**

F2	<p>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.</p>
<p>D10 E7 F7</p>	<p><b>Can the child correctly use any of the words "I," "you," "she," or "he" (e.g., "I go to store," or "He eats rice")?</b></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>D11 E6 F5</p>	<p><b>Can the child correctly ask questions using any of the words "what," "which," "where," or "who"?</b></p> <p>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>
<p>D12 E9 F8</p>	<p><b>Can the child count up to five objects (e.g., fingers, people)?</b></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>D13 E5 F3</p>	<p><b>Can the child speak using sentences of three or more words that go together (e.g., "I want water" or "The house is big")?</b></p> <p>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.</p>
<p>D14 E12 F10</p>	<p><b>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?</b></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>D15 E10 F9</p>	<p><b>Can the child identify at least one color (e.g., red, blue, yellow)?</b></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>

D16	<b>Can the child explain in words what common objects like a cup or chair are used for?</b>
E17 F12	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.
D17 E16 F15	<b>If you ask the child to give you three objects (e.g., stones, beans), does the child give you the correct amount?</b>
	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.
D18 E14 F11	<b>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 <i>on</i> the table" instead of "The cup is <i>in</i> the table.")</b>
	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.
D19 E8 F6	<b>Does the child ask about familiar people other than parents when they are not there (e.g., "Where is the neighbor?")?</b>
	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.
D20 E15 F14	<b>Does the child ask "why" questions (e.g., "Why are you tall?")?</b>
	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.
E11 F16	<b>Does the child often kick, bite, or hit other children or adults?</b>
	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.
E13 F17	<b>Does the child become extremely withdrawn or shy in new situations?</b>
	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).

E18 F13	<p><b>Can the child dress him/herself (e.g., put on his/her pants and shirt without help)?</b></p> <p>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>
E19 F19	<p><b>Can the child say what others like or dislike (e.g., "Mama doesn't like fruit," "Papa likes football")?</b></p> <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.</p>
E20 F20	<p><b>Can the child talk about things that have happened in the past using correct language (e.g., "Yesterday I <i>played</i> with my friend" or "Last week she <i>went</i> to the market")?</b></p> <p>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 description of past actions.</p>
F18	<p><b>Does the child frequently act impulsively or without thinking (e.g., running into the street without looking)?</b></p> <p>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>