

Interviewer's Script

TWINS' INTERVIEWS

Hello.....My name is
I'm going to ask you a bit about school and after that I'm going do some games and puzzles with you. Are you sitting comfortably? Are you ready? Can you hear me ok? If child's voice sounds very soft or far away, encourage them to speak up or put their mouth close to the receiver.

Which class are you in at school right now? Note the name of the class.

Who would you say is your best friend at school at the moment? Note the name of the child.

If child gives unclear answer ask who he/she plays with most often. If child mentions twin, say who other than your twin is your best friend. Then, in reference to that friend:

1. Do you and (friend) play together at breaktime?

All of these questions should be coded:
0 = not at all true
1 = sometimes
2 = often (most days each week)

If the child just says yes, then ask "Is that just some of the time, or most of the time?"

2. Do you share things with each other?

Coding as above

3. Do you tell each other secrets?

4. And how about if you two fight - do you make up easily?

These 4 questions should all be coded:
0 = No
1 = Sometimes
2 = Often (at least once a week)

People sometimes have different feelings and ideas; these next few questions are about your feelings and ideas. There are no right or wrong answers. Just tell me how often you have these feelings.

Deleted: There are no right or wrong answers, just tell me how often you have these feelings

1. So, do you enjoy school?

0 = no or hardly ever
1 = sometimes
2 = often (most days of the week)

If the child just says yes, then ask "Is that just some of the time, or most of the time?"

2. What about having fun at home? Do you have fun at home?

3. And how about feeling cheerful? Do you generally feel cheerful?

CONCEPTUAL SECTION

Then say, Now we are going to do some of the games and puzzles in the book. Have you got the booklet there Twin A? (Wait for confirmation)

CQA....
Turn to the first page. What can you see?

Interviewer's Script

A dog.....right
Something else.....
Don't know.....

CQB....

OK, now turn to the next page. Can you tell me what the big number is on the page?

1.....right
Another number.....
Don't know.....

CQC....

And now turn to the next page. Can you tell me what the big number is on this page?

2.....right
Another number.....
Don't know.....

CQD....

And now turn to the next page. What is the big number you can see on this page?

6.....right
Another number.....
Don't know.....

CQE....

Now turn to the next page. Can you tell me what the number is on this page?

12.....right
Another number.....
Don't know.....

*Interviewer: it is possible that a child who has difficulty with numbers will say a one and a two. If this happens, take note because it may indicate difficulties. However continue with the test.
If it is obvious that the child cannot read numbers quit this section.
Interviewer this could be quite a hard test to keep track of since the items are quite similar (all squares and circles in primary colours). For this reason the bottom corner of the page is printed in colour and you need to check that the child is on the right coloured page before asking the question. Discontinue after three items have been failed either by don't know or incorrect answer.*

CQ1A...OK, now turn to the next page. I want to make sure that you are on the right page. Can you tell me hat colour is the corner of the page at the bottom? blue (Wait for confirmation that child is on right page). Now can you see that there is a number in each of the shapes? Which number does the little square shape have inside it?

1.....1 right
Another number.....0
Don't know.....0

CQ1B...And which number does the big square shape have?

2..... right
Another number..... 0
Don't know..... 0

**That's right number one is the little square shape and number 2 is the big one
If the child says don't know or gives the wrong answer say:
The little square shape is number 1 and the big square shape is number 2.
Both correct - score 1
Incorrect - score 0**

Interviewer's Script

CQ2A....OK, now turn the page. What colour is it.....? **White** It may be possible to begin to abbreviate this check once the child realises the corner of each page is coloured. (wait for confirmation that child is on right page). Now, which number does the round red shape have in it?

- 2.....right
- Another number.....0
- Don't know.....0

CQ2B....And which number does the round yellow shape have?

- 1..... right
- Another number..... 0
- Don't know..... 0

CQ2C....And which number does the round blue shape have?

- 3..... right
- Another number..... 0
- Don't know..... 0

That's right number 2 is the round red shape, and number 1 is the round yellow shape, and number 3 is the blue one

If the child says don't know or gets the answer wrong say:

Number 2 is the round red shape, number 1 is the round yellow shape and number 3 is the round blue shape.

All three correct score 1

Incorrect score 0

CQ3A....OK, now turn the page. What colour is it? **black**(wait for confirmation that child is on right page). Now, which number does the square shape have?

- 2.....right
- Another number.....0
- Don't know.....0

CQ3B....And which number does the round shape have?

- 1..... right
- Another number.....0
- Don't know.....0

That's right number 2 is the square shape, and number 1 is the round shape

If the child says don't know or gets the answer wrong say:

Say Number 2 is the square shape and number 1 is the round shape.

Both correct score 1

Incorrect - score 0

CQ4....OK, now turn to the next page. What colour is it? **Light blue**(wait for confirmation that child is on right page) Now I want you to tell me about ALL the square shapes. Tell me the numbers inside all of the square shapes. Remember to find all of them. Interviewer: Say can you find any more? until you are sure the child has found all that they can.

- Answer: 2,3,8,5,6,9, right
- Don't know.....0
- No answer.....0

Subtract the number of wrong choices from the number of right choices. Record negative values as zero. The use the following system to obtain the child's score.

- Right - wrong = 6 score 2
- Right - wrong = 5 score 1
- Right - wrong = 0-4 0

CQ5....OK, now turn the page again. What colour is it? **Mauve/pink** wait for confirmation that child is on right page. Now I want you to tell me about ALL the big yellow shapes. Tell me the numbers inside all of the big yellow shapes. Remember to find all of them. Interviewer: Say can you find any more? until you are sure the child has found all that they can.

Interviewer's Script

Answer: 3,4 right
Don't know.....Y
No answer.....X

Subtract the number of wrong choices from the number of right choices. Record negative values as zero. The use the following system to obtain the child's score. Right - wrong = 2 score 2
Right - wrong = 1 score 1
Right - wrong = 0-4 0

CQ6...OK, now turn the page again. What colour is it? **brown** Wait for confirmation that child is on right page Now I want you to tell me how many big round red ones you can find. Tell me the numbers inside the big round red ones. Remember to find all of them.

Answer: 4 right
Don't know.....Y
No answer.....X

Correct answer = 1 if the large circle with 4 in it only is chosen.
Incorrect = 0

CQ7...OK, now turn the page again. What colour is it?**red** (Wait for confirmation that child is on right page.) Now I want you to tell me which shape does not go with the other ones. Can you tell me the number inside the shape that doesn't go with the others?

Answer 5 right
Don't know.....Y
No answer.....X

Correct answer= 1
Incorrect = 0

CQ8...OK, now turn the page again. What colour is it? **yellow** Wait for confirmation that child is on right page Can you see the black line on this page? (Wait for confirmation). And can you see the shapes above the line? (Wait for confirmation). And the shapes below the line? (Wait for confirmation). This time, tell me, Which shape BELOW the line goes best with the ones ABOVE the line?

Interviewer: If the child does not respond after a few seconds say, It's getting harder isn't it? OK tell me: which one underneath the black line goes best with the ones on top of the line?

Answer: 8 right
Don't know.....0
No answer.....X

Correct = 1
Incorrect = 0

CQ9...OK, now turn the page again. Now listen carefully again. **green** Can you see the black line on this page too? (Wait for confirmation). And can you see the shapes above the line? And below the line? (Wait for confirmation). OK, this time tell me: which TWO from BELOW the line go best with the ones ABOVE the line? Find both, and tell me their numbers. *Interviewer: If the child chooses more than two numbers say: I asked you to find only two. Which TWO from below the line go best with the ones above the line? Find both of them.*

Answer 6,5 right
Don't know.....0

Interviewer's Script

No answer.....0

Score 2 if both given correctly

Score 1 if one given correctly

Incorrect = 0 if more than two selected, even if correct ones given, this is incorrect.

Maximum score for this test = 12

OK now let's try something else

NON WORD LIST MATCHING TEST

Now we are going to play a listening game. I am going to play a tape with a voice saying a list of made up words. Then you will hear it again. The words in the second list will either be in the same order as they were in the first, or they will be swapped around. If you think that the words in the two lists are both in the same order, I would like you to say *same*, if you think that the words in the second list have been swapped around, I would like you to say *different*.

Remember I can only play the tape once:

Here is one for you to practise with:

Lig tob nook (pause) lig tob nook (child responds: same)

If child does not respond, say: It's your turn now. Tell me if you think the lists are the same or different.

Now here is another for you to practise with:

Lig tob nook (pause) tob lig nook (Child responds: different)

Now I am going to play the tape. Are you ready?

Interviewer: play recording.

							S/D
1	joop	keech	mup	keech	joop	mup	d
2	modge	gab	toock	modge	gab	toock	s
3	coll	choom	padge	coll	padge	choom	d
4	nuck	gop	teed	nuck	gop	teed	s

If child fails to respond, prompt for an item, stop the recording and say **same or different**, and add, **you don't need to wait for me to ask you.**

1	boodge	ked	parn	mot	boodge	ked	parn	mot	s
2	lod	jark	noog	pab	jark	lod	noog	pab	d
3	mern	gell	chud	tidge	mern	gell	tidge	chud	d
4	tam	neb	gock	chool	tam	neb	gock	chool	s

1	jooch	larm	cug	didge	teeb	jooch	larm	cug	didge	teeb	s
2	chell	gerb	torm	pook	jarn	chell	gerb	torm	pook	jarn	s
3	bool	jeck	chorg	mip	tud	bool	chorg	jeck	mip	tud	d
4	tem	corp	darch	jit	mun	korp	tem	darch	jit	mun	d

Maximum score = 12

Interviewer's Script

That's the end of the listening game.

Go on to Feelings Section

Do you remember at the beginning I was asking you about things that made you happy, and you told me..... (reiterate a good thing that the child has mentioned briefly). But sometimes children don't feel so happy, and we'd like to know a bit about that too.

0 = no or hardly ever

1 = sometimes

2 = often (most days of the week)

If the child just says yes, then ask "Is that just some of the time, or most of the time?"

1. And do you worry ever about things that might happen?

Code as above

2. And how about feeling scared, do you ever feel scared?

3. Do you ever feel sad?

4. And do you ever feel like crying?

Interviewers need so handle this section very carefully, and find a way of not leaving the child so dejected that they under-perform on the following section.

SIMILARITY SECTION

Interviewer note - if it becomes clear that the child cannot answer the questions, and they fail three in a row, quit this section.

Interviewers will be guided in their scoring by an onscreen database of sample responses on the screen.

INTRODUCTION: Now I am going to say two words and ask you how they are alike. For example, if I ask, 'How are red and blue alike?' you would say 'They are both colours.' OK, let's try one.

SQ1....In what way are a piano and a guitar alike? How are they the same?

Answer

Don't know.....0

No answer.....0

INTERVIEWER: *If child says they aren't alike, fails to respond, or gives a wrong answer say, They are both musical instruments and you can play them.*

Correct = 1

Incorrect = 0

SQ2....Now tell me, in what way are a candle and a lamp alike?

Answer

Don't know.....0

No answer.....0

INTERVIEWER: *If the child says they aren't alike, fails to respond, or gives a wrong answer, say They both give light.*

Correct = 1

Interviewer's Script

Incorrect = 0

SQ3....And in what way are a wheel and a ball alike?

Answer
Don't know.....0
No answer.....0

Do not given help on this item

Correct = 1

Incorrect = 0

SQ4....In what way are milk and water alike?

Answer
Don't know.....0
No answer.....0

Correct = 1

Incorrect = 0

*Interviewer note: from SQ5 the items get harder. You can give help on sq5 by giving an example of a 2 point response. For example if the child gives a one point answer, 'They both have whiskers' say 'That's right, they do both have whiskers, and they are both animals.' From that point on, if the child's response is unclear, ambiguous, or they seem to need more detail, say '**Explain what you mean**', or '**Tell me more about it**'. Only if it is obvious that the child doesn't know, code dk. After 3 failures in a row the whole test should be discontinued. Essentially in order to get two points the child needs to find a general classification that relates to both members of the pair. (A cat and a mouse are both living things/animals/mammals.) A one point answer is likely to express a specific property or function that is common to both objects. (They both have tails/can move/are pets)If a child obtains one mark on such a question, the interviewer should prompt as suggested above. ('**Explain what you mean, Tell me more about it**')*

SQ5....In what way are a cat and a mouse alike?

Answer:
Don't know.....0
No answer.....0

Maximum score = 2

SQ6....In what way are an elbow and a knee alike?

Answer
Don't know.....0
No answer.....0

Maximum score = 2

SQ7....In what way are a telephone and a radio alike?

Answer
Don't know.....0
No answer.....0

Maximum score = 2

SQ8....In what way are a painting and a statue alike?

Answer
Don't know.....0

Interviewer's Script

No answer.....0
Maximum score = 2

SQ9....In what way are ice and steam alike?
Answer
Don't know.....0
No answer.....0
Maximum score = 2

From this point on, if two items are failed, you may discontinue

SQ10....In what way are temperature and length alike?
Answer
Don't know.....0
No answer.....0
Maximum score = 2

SQ11....In what ways are rubber and paper alike?
Answer
Don't know.....0
No answer.....0
Maximum score = 2

SQ12....In what ways are first and last alike?
Answer
Don't know.....0
No answer.....0
Maximum score = 2

SQ13....In what way are salt and water alike?
Answer
Don't know.....0
No answer.....0
Maximum score = 2

Total score possible for test is 22

OK now let's try something else

TOWRE (Form B)

Now I'd like you to look at your booklet again. Have you got it in front of you? *(Wait for confirmation)*

Now I am going to ask you to do some reading for me. I am going to ask you to read some lists of words for me as fast as you can. Turn over the page now. Do you see a little list of words? Let's start with this practice list. I would like you to start at the top and read down the list as fast as you can. If you come to a word you can't read you can skip it and go on to the next one.

Child reads:

on
my
bee
old
warm

Interviewer's Script

bone
most
spell

If child misreads a word, do not correct. (This applies throughout this test)

Now I would like you to turn over the page. You are going to read some longer lists of words. Read as many words as fast as you can until I say stop. I will say stop before you get to the bottom. Start up at the top where the words are shortest and go down. The words start out pretty easy, but they get harder as you go on. Remember that you can skip a word if you can't read it. Start when I say: Go

Allow child to read for 45s then say stop. Record the number of words read correctly in that time. If a child pauses for more than 3s on a word, encourage them to skip it and go on. If they pause at the bottom of the first list, tell them to start at the top of the next one. If the child stops reading words before the time is up, ask them to look over the whole list and see if there are any more words he/she can read. If they cannot, stop testing.

go	shop	chance	mountain
dog	meat	instead	project
in	best	farmer	factories
at	then	spring	straighten
am	spell	present	clarify
it	come	strong	frequent
so	start	huge	mediate
big	green	believe	threshold
be	want	office	modulate
do	better	question	prudent
box	learn	contact	exercise
one	black	history	
look	train	invent	
if	even	invoice	
not	went	complete	
car	thing	custom	
hot	other	inquire	
this	fruit	natural	
have	wrong	purchase	
some	watch	vacant	
now	truck	everyone	
need	stars	swollen	
give	winter	fireplace	
sat	begin	together	
good	forest	horizon	
here	street	embassy	

Now turn over to the next page. Can you see another little list? This time they are not real words. I want you to tell me how they sound. Let's start with this practice list. I would like you to start at the top and read down the list as fast as you can. If you come to one you can't read, you can skip it and go on to the next one.

Child reads:

ba
um
fos
gan
rup
nasp
luddy

Interviewer's Script

dord

Do not correct if child mispronounces.

Now turn over the page. There are more lists of made-up words. Read as many words as fast as you can until I say stop. I will say stop before you get to the bottom. Start up at the top where they are shortest and go down. They start out pretty easy, but they get harder as you go on. Remember that you can skip a word if you can't read it. Start when I say: Go: Allow child to read for 45s then say stop. Record the number of words read correctly in that time. If a child pauses for more than 3s on a word, encourage them to skip it and go on. If they pause at the bottom of the first list, tell them to start at the top of the next one. If the child stops reading words before the time is up, ask them to look over the whole list and see if there are any more words he/she can read. If they cannot, stop testing.

mo	mest	flimp
ik	stree	girtus
pu	weaf	strale
bi	barch	debmer
ib	glack	hapon
ku	prot	framble
eb	runk	progus
pog	loast	supken
dat	mact	jeltic
mip	blork	tegwop
ral	phet	slinperk
nas	wogger	plinders
mib	klup	
faw	skad	
shum	keast	
bice	churt	
nade	glamp	
teap	prait	
derl	flact	
marl	throbe	
berk	creft	

That's the end of the reading now. What a lot of words you've read.(or similar!)

Go on to Vocabulary section

VOCABULARY SECTION

Interviewer: With a child who clearly understands the instructions you may omit the formal question after the third item, just pronounce the word clearly. Make sure that you are using the pronunciation that you think is most familiar to the child.

Make sure you get detail from them if you don't feel they are giving the fullest answer. You can prompt with 'Explain what you mean', or 'Tell me more about it'

E.g. for clock, the child may say "a watch" or "It is to do with the time", or "it tells you when to go to school", or "it has numbers going round on it". These responses are not detailed enough. For the first item only you should prompt with "Well a clock is something that tells the time".

Discontinue test if child has 3 dks or failures in a row.

Each word is scored 2, 1, or 0. A 2 point response indicates a good understanding of the word. A 1 point response is one that is not incorrect but shows poverty of content. Interviewers will have an on screen database of sample

Interviewer's Script

responses on screen to guide them both in scoring and if they need to prompt for a 2 point answer.

VQ1....**Now I am going to say some words. Listen carefully and tell me what each word means. What is a CLOCK?** INTERVIEWER: *Probe fully as detailed above.*

Answer

Don't know.....0

No answer.....0

INTERVIEWER: *From Q2 onwards, if the child is obviously struggling write in don't know. If you get to the stage when the child has said don't know, or obviously doesn't know, three words in a row, then finish this section of the test. And say: **Let's do something different.***

VQ2.... **What is an UMBRELLA?**

ANSWER

Don't know.....0

No answer.....0

VQ3 **What is a HAT?**

ANSWER

Don't know.....0

No answer.....0

VQ4 VQ5. **What is a COW?**

ANSWER

Don't know.....0

No answer.....0

VQ5 VQ6. **What is a BICYCLE?**

ANSWER

Don't know.....0

No answer.....0

VQ6 VQ8. **What is the ALPHABET?**

ANSWER

Don't know.....0

No answer.....0

VQ7 VQ9. **What does ANCIENT mean?**

ANSWER

Don't know.....0

No answer.....0

VQ8 VQ11. **What does BRAVE mean?**

ANSWER

Don't know.....0

No answer.....0

VQ9 VQ12. **What is an ISLAND?**

Interviewer's Script

ANSWER
Don't know.....0
No answer.....0

VQ10 VQ14. **What does NONSENSE mean?**
ANSWER
Don't know.....0
No answer.....0

VQ11 VQ15. **What does PRECISE mean?**
ANSWER
Don't know.....0
No answer.....0

VQ12 VQ17. **What does BOAST mean?**
ANSWER
Don't know.....0
No answer.....0

VQ13 VQ18. **What does MIGRATE mean?**
ANSWER
Don't know.....0
No answer.....0

VQ14 VQ20. **What does STRENUOUS mean?**
ANSWER
Don't know.....0
No answer.....0

VQ15 VQ21. **What does MIMIC mean?**
ANSWER
Don't know.....0
No answer.....0

VQ16 VQ23. **What does SECLUDE mean?**
ANSWER
Don't know.....0
No answer.....0

VQ17 VQ24. **What does UNANIMOUS mean?**
ANSWER
Don't know.....0
No answer.....0

VQ18 VQ26. **What does COMPEL mean?**
ANSWER
Don't know.....0
No answer.....0

Interviewer's Script

PICTURE COMPLETION SECTION

Now I'd like you to pick up your booklet again. Have you got it in front of you? (wait for confirmation)

INTRODUCTION: Now you are going to look at some pictures. In each picture there is a part missing. Look at each picture carefully and tell me what is missing in the picture. OK? (Wait for confirmation) If the child starts off too quickly add, I'd like you to do them one by one. Don't turn over to the next page until I say.)

INTERVIEWER: if the meaning of the child's response is ambiguous say 'Can you tell me what you mean?' Or 'It doesn't matter if you don't know the word, can you tell me what you mean?' Encourage the child to give you a description or word that is not ambiguous. The maximum time for the child to look at the picture is 20s. Help can be given on the first two items as described below. If a child responds incorrectly, go on to the next item, even if 20s have not elapsed. An item is failed if the child responds incorrectly or does not respond within 20s. Discontinue after three consecutive failures. You might want to say to the child: Yes, they are getting hard now. That's because they are for older children. We don't expect you to be able to do them all!

PQ1A...OK. Now you can turn the page and look at the first picture. It should be a pencil. Can you see a pencil? (Wait for confirmation). Now look at the picture. What important part is missing?

- The lead.....1
- Anything resembling the lead.....1
- Don't know.....0
- Timed out.....0
- Other (specify) 0

PQ1B...If the child responds incorrectly or does not indicate the missing part in the sample item within the time say, You see, the lead is missing. The point of the pencil is missing. Can you see? Describe what is missing in different words if the child doesn't seem to understand.

PQ2A...OK. Now turn to the next page. What can you see? Wait for confirmation that child is on correct page. Now what is missing in this picture?

- The ear.....1
- Anything resembling the ear.....1
- Don't know.....0
- Timed out.....0
- Other (specify) 0

PQ2B...If the child responds incorrectly or does not indicate the missing part in the sample item within the time say, You see, the ear is missing. The ear of the fox is missing. Can you see? Describe what is missing in different words if the child doesn't seem to understand.

IF THE CHILD MENTIONS AN INESSENTIAL MISSING PART, NOTE THE RESPONSE AND SAY: Yes, but what is the most important part that is missing?

PQ3...OK. Now turn to the next page. What can you see. (Wait for confirmation that child is on correct page). Now what is missing in this picture?

- One of the flaps.....1
- Anything resembling one of the flaps.....1
- Don't know.....0
- Timed out.....0

Interviewer's Script

Other (specify)

PQ4...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*) **Now what is missing in this picture?**

- The (little) fingernail.....1
 - Anything resembling the fingernail.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ5...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*) **Now what is missing in this picture?**

- The elephant's leg.....1
 - Anything resembling the elephant's leg.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ6...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The door hinge.....1
 - Anything resembling the door hinge.....0
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ7...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The doll.....1
 - Anything resembling the doll.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ8 ...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The handle/knob on the drawer.....1
 - Anything resembling the handle/knob on the drawer.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ9...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The holes on the belt.....1
 - Anything resembling the holes on the belt.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ10...OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- One of the steps on the ladder.....1
- Anything resembling one of the steps on the ladder.....1

Interviewer's Script

Don't know.....0
Timed out.....0
Other (specify) 0

PQ11....OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

The girl's eyelash.....1
Anything resembling the girl's eyelashes.....1
Don't know.....0
Timed out.....0
Other (specify) 0

PQ12....OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

The plughole/plug.....1
Anything resembling the plughole/plug.....1
Don't know.....0
Timed out.....0
Other (specify) 0

PQ13....OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

The filament in the lightbulb.....1
Anything resembling the filament in the lightbulb ...1
Don't know.....0
Timed out.....0
Other (specify) 0

PQ14....OK. **Now turn to the next page. What can you see?** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

The black keys on the piano.....1
Anything resembling the black keys on the piano..1
Do not know0
Timed out.....0
Other (specify) 0

PQ15....OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

The screw/bolt on the scissors.....1
Anything resembling the screw/bolt on the
scissors.....1
Don't know.....0
Timed out.....0
Other (specify) 0

PQ16....OK. **Now turn to the next page. What can you see** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

The mercury in the bulb of the thermometer.....1
Anything resembling the mercury in the bulb of
the thermometer.....1
Don't know.....0
Timed out.....0
Other (specify) 0

Interviewer's Script

PQ17....OK. **Now turn to the next page. What can you see?** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- One of the rows on the trellis.....1
 - Anything resembling one of the rows on the trellis.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ18....OK. **Now turn to the next page. What can you see?** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The fish's gills.....1
 - Anything resembling the fish's gills.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ19....OK. **Now turn to the next page. What can you see?** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The labels on one of the rows of cans.....1
 - Anything resembling the labels on one of the rows of cans.....1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ20....OK. **Now turn to the next page. What can you see?** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The spokes on the umbrella.....1
 - Anything resembling the spokes on the umbrella...1
 - Don't know.....0
 - Timed out.....0
 - Other (specify) 0
-

PQ21....OK. **Now turn to the next page. What can you see?** (*Wait for confirmation that child is on correct page*). **Now what is missing in this picture?**

- The shadow of the tree.....1
- Anything resembling the shadow of the tree.....1
- Don't know.....0
- Timed out.....0
- Other (specify) 0

Maximum score for this test = 21

Thank you very much. The games have finished now and you did really well. We will send you your TEDS certificate for you to keep to show how well you've done and how much you've helped us.
Can you go and get Twin B now? Bye

REPEAT BATTERY WITH TWIN B

Thank you very much. The games have finished now and you did really well. You will get a TEDS certificate for you to keep to show how well you've done and how much you've helped us. May I talk to your mum (or similar now)? Bye..
