

## The Laos Early Human Capability Index

For each question, please mark the box that represents your answer. It is very important to remember that children do not develop and learn at the same rate, for example, some children learned to walk earlier than others and this is normal and ok. It doesn't matter if the children don't know how to answer all the questions in this survey. The most important thing is to give the true and honest answer.

We are trying to find out the true status of the children, so that we can give the best help. The survey is not to rate the parenting style but to get the general information about the children and for us to know where we can offer the best help. The data is kept confidential and also the child's name.

Name of the Surveyer \_\_\_\_\_

### Background Information

A Child's name: \_\_\_\_\_

B Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

C Gender: **Boys** **Girls**  
 (1)  (2)

D Child's Mother's education level

<b>Primary</b> <input type="radio"/> (1)	<b>Started High School</b> <input type="radio"/> (2)
<b>Completed High</b> <input type="radio"/> (3)	<b>Tertiary</b> <input type="radio"/> (4)

E Child's Father's education level

<b>Primary</b> <input type="radio"/> (1)	<b>Started High School</b> <input type="radio"/> (2)
<b>Completed High</b> <input type="radio"/> (3)	<b>Tertiary</b> <input type="radio"/> (4)

Child's height

\_\_\_\_\_ cm

Child's weight

\_\_\_\_\_ kg

### General verbal communication

		Yes	No
3	Can [child] tell you what he/she wants?	<input type="radio"/>	<input type="radio"/>
4	Can [child] speaks a few simple sentence or word to explain what happened to him/her? (including in the language used in the household)	<input type="radio"/>	<input type="radio"/>
5	Can [child] speaks many sentences or words to explain what happened to him/her? (including in the language used in the household)	<input type="radio"/>	<input type="radio"/>
6	Can [child] communicate well with you on any topics? (including the language used in the household)	<input type="radio"/>	<input type="radio"/>

### Approaches to learning

7	Does [child] show any sign of interest to learn new things?	<input type="radio"/>	<input type="radio"/>
8	Does [child] try to learn how to play new toys?	<input type="radio"/>	<input type="radio"/>
9	Has [child] ever used any object to role play (using imagination)? E.g. banana stem horse, sword fighting etc	<input type="radio"/>	<input type="radio"/>
10	Does [child] show interest in playing games such as: pebbles collection, jumping rubber band, hide n seek, ball throwing and etc?	<input type="radio"/>	<input type="radio"/>

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|----|--|-------------------------------------|------------------------------------|
| 11 | When the kids go to somewhere/someplace with you or household member, does he/she brave to survey or ask some question with another person | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 12 | When [child] doing a particular activity, he/she will pay intense attention to those activities?   | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 1  | Does your child think things out before starting a task?   | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |

### Numeracy and concepts

- |    |   |                                     |                                    |
|----|---|-------------------------------------|------------------------------------|
| 13 | Can [child] distinguish between triangle, circle and rectangle? | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 14 | Can [child] tell at least 3 different colors?                   | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 15 | Can child distinguish objects based on shape, color and size?   | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 16 | Can [child] count from 1 to 10?                                 | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 17 | Can [child] count from 1 to 20?                                 | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |
| 18 | Does (child) know that tiger is taller than cat?                | <b>Yes</b><br><input type="radio"/> | <b>No</b><br><input type="radio"/> |

- |    |  |                              |                             |
|----|--|------------------------------|-----------------------------|
| 19 | Does (child) know morning, afternoon and evening?            | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 20 | Can (child) tell you if it is yesterday, today and tomorrow? | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 21 | Does (child) know that elephant is heavier than pig?         | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 22 | Does (child) know that 8 is more than 2?                     | Yes<br><input type="radio"/> | No<br><input type="radio"/> |

### Formal literacy - reading

- |    |   |                              |                             |
|----|---|------------------------------|-----------------------------|
| 23 | Can [child] read in a correct directions from left to right and from top to bottom? (even if they can't read) | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 24 | Can [child] tell at least 3 alphabets?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 25 | Can [child] tell at least 10 alphabets?   | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 26 | Can [child] read at least 4 simple words?   | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 27 | Can child read difficult words such as axe? Buffalo...?   | Yes<br><input type="radio"/> | No<br><input type="radio"/> |

28	Can [child] read simple sentence?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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### Formal literacy - writing

29	Can [child] write or draw with pencil, colored pencils or pen?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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30	Can draw a picture that you can tell what it is? (e.g. picture of person standing)	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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31	Can (child) write at least three letter such as A, B, C?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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32	Can (child) write his/her own name?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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33	Can (child) write a simple word?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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34	Can (child) write a simple sentence?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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### Cultural knowledge

35	Can (child) tell a type of animal, at least two animals in the area?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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36	Can (child) tell a food name, at least two dishes that are available in the area?	<b>Yes</b> <input type="radio"/>	<b>No</b> <input type="radio"/>
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|----|---|------------------------------|-----------------------------|
| 37 | Can (child) tell a name of plant-vegetable-fruit, at least two types that area available in the area? | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 38 | Can (child) sing?   | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 39 | Can (child) participate in traditional event such as giving alms, seeing monks....                    | Yes<br><input type="radio"/> | No<br><input type="radio"/> |

### Social and emotional skills

- |    |   |                              |                             |
|----|---|------------------------------|-----------------------------|
| 40 | Is (child) happy to share his/her toys with other?        | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 41 | Does (child) know how to take care of his/her belongings? | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 42 | Has (child) shown respect to the olders?                  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 43 | Does (child) respect others kids?                         | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 44 | Does (child) responsible over his/her own behaviour?      | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 45 | Does (child) consider other people's feeling?             | Yes<br><input type="radio"/> | No<br><input type="radio"/> |

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|----|---|------------------------------|-----------------------------|
| 46 | Can (child) help other people?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 47 | Is (child) friendly to other kids?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 49 | Is (child) a hot tempered?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 50 | Can (child) understand the difference between right and wrong?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 51 | Can (child) respond to a simple instruction?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 56 | Is your child very clingy (i.e., doesn't ever want to leave their parent's side)?   | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 57 | Does your child understand his or her feelings AND is able to describe his or her feelings, for example by saying "I'm happy..." or "I'm sad..."? | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
| 2  | Does your child stop an activity when told to do so?  | Yes<br><input type="radio"/> | No<br><input type="radio"/> |

## Perseverance

- |    |  |                              |                             |
|----|--|------------------------------|-----------------------------|
| 52 | Can (child) do something by his/her own? | Yes<br><input type="radio"/> | No<br><input type="radio"/> |
|----|--|------------------------------|-----------------------------|

- 53 When (child) is doing something, does he/she finish it? **Yes** **No**
- 54 Does (child) have to be told several times so then he/she can finish what he/she is doing? **Yes** **No**
- 55 When (child) is doing something, does he/she lose focus easily? **Yes** **No**