
54-month Data Collection Wave: Main Cohort

Observations

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To PARENT - "I'd like to measure [NAME]'s height, weight and waist circumference. The height measurement involves asking [NAME] to stand up tall next to a wall and using a laser device to measure the child's height. The laser device is harmless. It shows a light which helps us to measure accurately. So that it is accurate, I will need to touch the device to your child's head - I hope this will be OK?"

"The weight measurement involves [NAME] standing on the scales alone. The waist circumference involves [NAME] standing up straight and having a measuring tape placed around [HIS/HER] middle. We do have to make sure the tape measure is in the correct place and this involves feeling for [NAME]'s hip bone and lower rib. Is it ok to do that?"

To CHILD - "I'm just going to see how much you weigh. Please stand on the scales and be as still as possible for me."

For the following measurements you will need the scales, stadiometer, and tape measure. See the anthropometry instructions in the Observation Manual insert for correct measurement technique.

If child is wearing shoes, a hat, a heavy jumper, and/or a jacket, ask them to remove these items. Ensure all equipment is ready and placed in an appropriate working space. Use the hardest surface available adjacent to a wall for the measurements. The average range of weights for four to five year olds is 10-30kg.

1.2 - 1.3 The two measurements should be within 0.5kg of each other – if the second measurement is outside this range, perform a third measurement and record in 1.4.

1.4 Option 1 is an exclusive option and can only be chosen alone.



1.6 If the child's weight was recorded in units other than kilograms or pounds, please record the weight along with the unit of measurement.

1. Anthropometry

Weight

1.1 Was the child weighed? (tick one only)

- ☐ 1. Child weighed
- ☐ 2. Child unable to be weighed
- ☐ 981. Parent refused Go to 1.5
- ☐ 982. Child refused

1.2 Child weight 1 (kg) . (1-99.9)

1.3 Child weight 2 (kg) . (1-99.9)

1.4 Which of these circumstances apply to the weight measurement? (tick all that apply)

- ☐ 1. Weight recorded according to protocol Go to 1.8
- ☐ 2. Child was wearing shoes and/or more than light clothing
- ☐ 3. Child was wearing a plaster cast
- ☐ 4. Child was unable to stand still – weight estimated
- ☐ 5. Third measurement was required . Go to 1.8
- ☐ 97. Other (Please specify)

1.5 To PARENT - "Do you have a record of [NAME]'s weight since [HE/SHE] turned four years old?" (tick one only)

- ☐ 1. Well Child book
- ☐ 2. Other written record
- ☐ 3. Parent's memory
- ☐ 4. No record available
- ☐ 99. DK Go to 1.8
- ☐ 98. Ref

1.6 Record weight of child at the last time they were weighed. (tick one only)

- ☐ 1. Kilograms . (1-99.9)
- ☐ 2. Pounds . (1-220.0)
- ☐ 97. Other (Please specify)

1.7 Record date last weight recorded. (tick one only)

- ☐ 1. Date (range child's DOB plus four years to interview date)
- ☐ 99. DK
- ☐ 98. Ref

1.7 The date at which the last record of weight was recorded is essential information.

To CHILD - "Now I'm just going to see how big and tall you are. Please stand here with your back to the wall. Stand with your feet together. Stand as straight as you can, and look straight ahead. I'm then going to use this machine to measure your height – you won't feel anything at all while I do this. I will need to do it two times, just to make sure I get it right."

Height

1.8 Was the child measured? (tick one only)

- ☐ 1. Child measured
- ☐ 2. Child unable to be measured
- ☐ 981. Parent refused
- ☐ 982. Child refused

Go to 1.12

1.9 Child height 1 (m) (0.5-1.500)

1.10 Child height 2 (m) (0.5-1.500)

1.11 Which of these circumstances apply to the height measurement? (tick all that apply)

- ☐ 1. Height recorded according to protocol
- ☐ 2. Child was wearing shoes and/or something on head that may affect measurement
- ☐ 3. Height estimated: Difficult to get child to stand correctly under the stadiometer

Go to 1.15

- ☐ 4. Third measurement was required: Child's height (m) (0.5-1.500)

Go to 1.15

- ☐ 97. Other (Please specify)

1.12 To PARENT - "Do you have a record of [NAME]'s height since [HE/SHE] turned four years old?" (tick one only)

- ☐ 1. Well Child book
- ☐ 2. Other written record
- ☐ 3. Parent's memory
- ☐ 4. No record available
- ☐ 99. DK
- ☐ 98. Ref

Go to 1.15

1.13 Record height of child at the last time they were measured. (tick one only)

- ☐ 1. Height (m) (0.5-1.500)
- ☐ 2. Height (cm) (50-150.00)
- ☐ 97. Other (Please specify)

1.14 Record date last measurement recorded. (tick one only)

- ☐ 1. Date (range child's DOB plus four years to interview date)
- ☐ 99. DK
- ☐ 98. Ref

1.8 If child is wearing shoes, and/or a hat, ask them to remove these items. The average range of heights for four to five year-olds is 0.90-1.24m.

1.9 - 1.10 Include all digits from LASER. The two measurements should be within 0.01m (1cm) of each other – if the second measurement is outside this range, perform a third measurement and record in 1.11. This means that the first two digits on the stadiometer must be the same, and the figure in the bolded box must be within one. number of each other.

1.11 Option 1 is an exclusive option and can only be chosen alone.



1.13 If the child's height was recorded in units other than metres or centimetres, please record the height along with the unit of measurement.

Continue
next page

To CHILD - “Now I’m just going to measure around your waist. Please stand with your feet close together with your arms at the side and as straight as you can. I’m going to use this tape measure to measure your waist – I may have to feel your hips and ribs to put the tape in the right place. I will need to do it two times, just to make sure I get it right.”

If child is wearing bulky clothing or a belt (if impeding measurement), ask them to remove these items. The average waist circumference for four to five year-olds is 53cm and the range is 45-65cm. If you are having trouble positioning the tape correctly, ask the ‘mother’ to help you. If you hold one end of the tape in your right hand and with your left hand give the ‘mother’ the other end of the tape (into their right hand), ask them to pass it around the child’s back and give it back to you.

1.15 Measure to 0.1cm accuracy (this means to record the decimal place as measured). The two measurements should be within 1cm of each other – if the second measurement is outside this range, perform a third measurement and record in 1.18.

1.18 Option 1 is an exclusive option and can only be chosen alone.

Waist

1.15 Was the child measured? (tick one only)

☐ 1. Child measured

☒ 2. Child unable to be measured

☐ 981. Parent refused

☐ 982. Child refused

Go to 2.1

1.16 Child waist 1 (cm)

. (1-150.0)

1.17 Child Waist 2 (cm)

. (1-150.0)

1.18 Which of these circumstances apply to the waist measurement? (tick all that apply)

☐ 1. Waist circumference recorded according to protocol

☐ 2. Child was wearing clothing and/or something around the waist that may affect measurement

☐ 3. Waist estimated: Difficult to get child to stand correctly or locate the waist accurately

☐ 4. Third measurement was required: Measurement (cm) . (1-150.0)

☐ 97. Other (Please specify)

To CHILD - “Thanks so much for being so good and helpful!”



2. Hand Clap Task

2.1 Is the child able to engage in the exercise at all?

(tick one only)

- ☐ 1. Yes
- ☐ 2. No – child was asleep
- ☐ 3. No – child was unwell
- ☐ 4. No – child was not in house
- ☐ 5. No – mother refused
- ☐ 6. No – child refused
- ☐ 7. No – due to physical injury
- ☐ 8. No – due to physical disability
- ☐ 9. No – due to developmental delay
- ☐ 10. No – because child cannot speak or understand English language
- ☐ 97. No – other (Please specify)

Go to 3.1

2.1 The following activity is done using hand clapping.



Showing hands and clapping

To CHILD - "Now for this game, when I clap one time, you clap two times. And when I clap two times, you clap one time, ok? Let's try."

Enter the child's response on the code sheet immediately after you clap.

Teaching trials

Number of times the interviewer claps	Correct	Incorrect
1 clap		
2 claps		
2 claps		
1 clap		
2 claps		
2 claps		

2.2 How many teaching trials were completed?

(range 1-6)

2.3 Did the child get the last practice trial correct?

(tick one only)

- ☐ 1. Yes
- ☐ 0. No

Continue
next page

Teaching trials

1. Clap once, child should clap twice.
2. Clap twice, child should clap once.
3. Clap twice, child should clap once.

Up to six teaching trials may be completed. You may stop the teaching trials and move on to the test trials when the child has responded correctly on three trials in a row. Of these three trials, at least one must have required the child to clap once as the correct response, and at least one of these trials must have required the child to clap twice as the correct response.

Use responses below to praise or correct child.

- CORRECT - "Very good, you did it just right. Let's try again."
- INCORRECT (too many or not enough claps) - "Almost, but that's not quite right. When I clap (one/two) time(s), you should clap (two/one) times(s). Let's try again. I clap (one/two) time(s); (clap and show fingers) "so you clap..." wait for child to clap. If child claps correctly: "Good. Let's try again." Move on to next trial. If child claps incorrectly say: "Like this." Take child's hands and help them clap the correct number of times. Move on to next trial.

Showing clapping

To CHILD - "Ok, now we're going to do it a lot of times. Remember, when I clap one time, you clap two times; and when I clap two times, you clap one time."



During the hand clap task:

- Record the child's response on the code sheet after each trial.
- If the child is distracted and does not clap say: "Please pay attention." then move on to next trial.
- If the child is clapping repeatedly, interrupt "OK", code as "more than two claps" and move on to next trial.
- If it is unclear how many times the child clapped, note that on the code sheet.
- Do not correct or praise the child.

(Tick one only for each row)

	Number of times the interviewer claps	0. Child does not clap	1. Child claps once	2. Child claps twice	3. Child claps more than twice	4. Unclear how many times
2.4	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.17	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.18	2 claps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.19	1 clap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.20 During the Hand Clapping Task, did the child stay focused on the task? (tick one only)

- ☐ 1. Not at all
- ☐ 2. Rarely
- ☐ 3. Some of the time
- ☐ 4. Most of the time
- ☐ 5. All of the time

3. Affective Knowledge Task (AKT) - Expressive

3.1 Is the child able to engage in the exercise at all?

(tick one only)

<input type="checkbox"/>	1. Yes
<input type="checkbox"/>	2. No – child was asleep
<input type="checkbox"/>	3. No – child was unwell
<input type="checkbox"/>	4. No – child was not in house
<input type="checkbox"/>	5. No – mother refused
<input type="checkbox"/>	6. No – child refused
<input type="checkbox"/>	7. No – due to physical injury
<input type="checkbox"/>	8. No – due to physical disability
<input type="checkbox"/>	9. No – due to developmental delay
<input type="checkbox"/>	10. No – because child cannot speak or understand English language
<input type="checkbox"/>	97. No – other (Please specify)
<div></div>	

Go to 4.1

- For the following activity you will need the six AKT face cards.
- Go through each face without acting out the emotions.
- Randomise the order of emotions for each child.
- DO NOT give the child any feedback, or correct the child.

Shuffle the 6 face cards and lay them out so that they are facing the child in one straight row. Place the cards so that they are all an equal distance from the child and evenly spaced.

To CHILD - "Now we are going to play a game with faces."

How does [HE/SHE] feel? (tick one only for each row)

	2 points 2	1 point 1	0 points 0
3.2 Happy face	<input type="checkbox"/> Happy, Glad, Joyful, Delighted, Jolly	<input type="checkbox"/> Any positive emotion/feeling	<input type="checkbox"/>
3.3 Surprised face	<input type="checkbox"/> Surprised, Shocked, Amazed, Astounded, Astonished	<input type="checkbox"/> Any positive emotion/feeling	<input type="checkbox"/>
3.4 Sad face	<input type="checkbox"/> Sad, Unhappy, Upset, Down, Low	<input type="checkbox"/> Any negative emotion/feeling	<input type="checkbox"/>
3.5 Angry face	<input type="checkbox"/> Angry, Cross, Mad	<input type="checkbox"/> Any negative emotion/feeling	<input type="checkbox"/>
3.6 Scared face	<input type="checkbox"/> Scared, Afraid, Terrified, Fearful, Frightened	<input type="checkbox"/> Any negative emotion/feeling	<input type="checkbox"/>
3.7 Yucky face	<input type="checkbox"/> Yuck, Yucky, Sick, Horrible, Disgusted, Disgusting, Gross, Revolting	<input type="checkbox"/> Any negative emotion/feeling	<input type="checkbox"/>

3.8 During the AKT, did the child stay focused on the task? (tick one only)

<input type="checkbox"/>	1. Not at all
<input type="checkbox"/>	2. Rarely
<input type="checkbox"/>	3. Some of the time
<input type="checkbox"/>	4. Most of the time
<input type="checkbox"/>	5. All of the time

Point to the first card and ask the child in a neutral tone, "How does [HE/SHE] feel?"

The gender [HE/SHE] used does not matter but be consistent across each administration.

If the child uses a descriptive word such as "crying", or "smiling" please prompt the child again by saying "yes, very good, but how does [HE/SHE] feel?"

Check the appropriate box on the coding sheet:

- Score 2 points for the correct emotion or acceptable synonym (e.g., "mad" for Angry, "shocked" for Surprised, etc. OR
- Score 1 point for an incorrect emotion that is within the same emotional valence (e.g. "afraid" for Sad, "upset" for Angry, etc.) OR
- Score 0 points for an incorrect emotion with the opposite emotional valence (e.g. "happy" for Sad etc.) or for a word that is not an emotion (e.g. "crying" for Sad, or "smiling" for Happy).

Repeat for each face.

3.2 - 3.7 These could be presented in any order depending on shuffling.

Positive emotions = no shading
Negative emotions = grey shading

For the following activity you will need the DIBELS Letter Naming Fluency instructions and recording sheets, and DIBELS Letter Naming Fluency child recording sheet. You will need to have read and understood the additional scoring instructions in the DIBELS guide.

Refer to the Observation Manual insert for complete administration and scoring instructions. Read the bold text out loud.

4. DIBELS – Letter Naming Fluency

4.1 Is the child able to engage in the exercise at all?

(tick one only)

- ☐ 1. Yes
- ☐ 2. No – child was asleep
- ☐ 3. No – child was unwell
- ☐ 4. No – child was not in house
- ☐ 5. No – mother refused
- ☐ 6. No – child refused
- ☐ 7. No – due to physical injury
- ☐ 8. No – due to physical disability
- ☐ 9. No – due to developmental delay
- ☐ 10. No – because child cannot speak or understand English language
- ☐ 97. No – other (Please specify)

Go to 5.0

To CHILD - “I am going to show you some letters. I want you to point to each letter and say its name.”

Put the page of letters in front of the child.

Begin testing

To CHILD - “Start here.” Point to the first letter at the top of each page.

“Go this way.” Sweep your finger across the first two rows of letters and say each letter name. Put your finger under the first letter (point).

“Ready, begin.”

Start your timer (1 minute) after you say begin.

During the testing:

1. Follow along in the scoring booklet.
2. Do not mark letters named correctly. Young children sometimes confuse the lowercase L with uppercase I. Give the child a point for naming the lowercase L as either an L or an I. Do not give the child a point for calling it a number 1.
3. Mark a slash (/) through any letter the child names incorrectly, skips, or does not name within 3 seconds.
4. Write “sc” above any letter that had been previously slashed and was self-corrected within 3 seconds. Count the self-corrected response as correct.
5. Draw a line through any row the child skips. Do not count the row when scoring.

Discontinue rule:

Discontinue administering LNF if the child does not correctly name any letters in the first row. Record a score of 0 in 4.2.

Wait rule:

Wait 3 seconds for the child to respond. If the child does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct name.

Reminders:

- If the child names letters from top to bottom, or points randomly, say “Go this way” (sweep your finger across the row). THIS REMINDER MAY BE GIVEN ONLY ONCE.
- If the child skips four or more consecutive letters, but does not skip the whole row, say “Try to say each letter name.” THIS REMINDER MAY BE GIVEN ONLY ONCE.
- If the child says letter sounds rather than letter names, say “Say the letter name, not its sound.” If the child continues saying letter sounds, mark each letter as incorrect and indicate the pattern of response in 4.3. THIS REMINDER MAY BE GIVEN ONLY ONCE.
- If the child stops and it is not a hesitation on a specific item, say “Keep going.” THIS REMINDER MAY BE USED AS OFTEN AS NEEDED.
- If the child loses his/her place, point. THIS REMINDER MAY BE USED AS OFTEN AS NEEDED.
- Children are not penalised for differences in pronunciation due to dialect, articulation delays or impairments, or speaking a first language other than English.

DIBELS® Letter Naming Fluency Grade K/Benchmark 1 materials used with permission from Dynamic Measurement Group

4.2 Total score

(range 0-110)

4.3 During the Letter Naming Fluency task, did the child stay focused on the task? (tick one only)

- ☐ 1. Not at all
- ☐ 2. Rarely
- ☐ 3. Some of the time
- ☐ 4. Most of the time
- ☐ 5. All of the time

4.2 Tally the total number of correct letters and enter the total in 4.2.

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- For the following activity you will need the PPVT Picture Book.
- The child’s responses are entered directly into the CAPI.
- For children who are able to respond by pointing, precede the stimulus words with either “Point to __” or “Show me __.”
- DO NOT put “the” or “a” or “an” in front of any word.
- DO NOT give clues that a choice is correct or incorrect.
- If a child is slow to respond, allow about 15 seconds to pass before encouraging the child to make a choice by saying “Try one. Point to the one you think it might be” or “It’s all right to guess.” If there is still no response, record “Don’t know” while saying “That was a difficult one. Let’s try another.”
- If the child keeps making the same choice over and over again, prompt by saying “Be sure to look carefully at all the pictures before choosing one.”
- If the child does not want to proceed with the task at any stage, then stop and Go to 5.41.
- The child can be praised or encouraged by saying “Good!” or “You are doing well” or “That’s fine” but be equally encouraging with both correct and incorrect responses.
- If a child is distracted from the task, help refocus attention saying “Listen carefully.”
- If the child asks for the correct answer, say: “That was a good answer” or “For now I want to see what words you know without my telling you. We’ll talk about it later. I’ll tell you after we’re done, but let’s keep going for now.”

Training Plates

Start with Training Items A and B on the first two pages of the book. Testing begins once the child has responded correctly and without help to two consecutive training words on both Training Items A and B. If necessary, use your own ingenuity to teach the child how to make the desired response during the Training Items.

5. Peabody Picture Vocabulary Test III - Abridged

5.0

Is the child able to engage in the exercise at all?
(tick one only)

☐

1. Yes

☐

2. No – child was asleep

☐

3. No – child was unwell

☐

4. No – child was not in house

☐

5. No – mother refused

☐

6. No – child refused

☐

7. No – due to physical injury

☐

8. No – due to physical disability

☐

9. No – due to developmental delay

☐

10. No – because child cannot speak or understand English language

☐

97. No – other (Please specify)

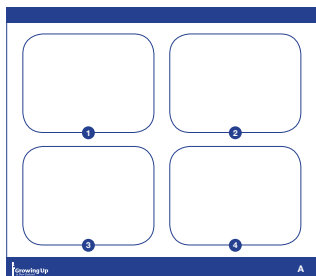
Go to 6.1

Place the PPVT Picture Book before the child.

To CHILD - “Now I want you to look at some pictures with me. I’m going to say some words. For each word I say, point to the picture that best shows what the word means. Let’s try some.”

If necessary, prompt with:

“Let’s give it a try and if you don’t like it we can stop?”



Show Training Plate A

To CHILD - "See all the pictures on this page?" Point to each of the four pictures one at a time.
"I will say something; then I want you to point to/show me the picture of what I have said. Let's try one. Point to/show me "ball."

If the child responds correctly without help by pointing to "ball" in quadrant 2 say:

"Good! Let's try another one. Point to/show me "dog."

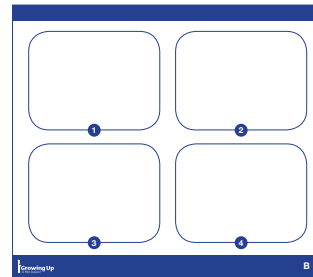
If the child responds correctly without help by pointing to "dog" in quadrant 4, say: "Good."

If the child responds incorrectly to "ball", demonstrate the correct response by pointing to the ball and saying: "You tried, but this is "ball." Now try again. Point to/show me "ball."

Help as necessary until the child can make a correct response, then say: "Good! Let's try another one. Point to/show me "dog."

If necessary, help the child as you did with ball. Since the child needs assistance in establishing the correct pointing response, continue training with the words BANANA (3) and SPOON (1) before going on to Training Item B.

Remember: If the child responds correctly without help to two consecutive words on Training Plate A, go to Training Plate B.



Show Training Plate B

To CHILD - "Now look at all the pictures on this page." Point to each of the four pictures on Training Plate B.

"Point to/show me "crying." If the child responds correctly without help by pointing to "crying" in quadrant 4, say: "Good! Let's try another one. Point to/show me "sleeping."

If the child responds correctly, say:

"Now I am going to show you some more pictures. Each time I will say something and you will point to the best picture of it. When we get further along, you may not be sure which one to point to, but I want you to look carefully at all of the pictures anyway and choose the one you think is right."

Begin testing starting with the first item in Set 1, saying: "Point to/show me."

If the child responds incorrectly to "crying", demonstrate the correct response by pointing to "crying" and saying:

"You tried, but this is "crying." Now try again. Point to/show me "crying."

Help as necessary until the child makes a correct response. Then say: "Good! Let's try another one. Point to/show me "sleeping."

If necessary, help the child as you did with "crying". Then continue training with the words CRAWLING (3) and WALKING (2) until the child responds correctly without help to two consecutive training words.

Remember: If the child responds correctly without help to two consecutive words on Training Plate B, begin testing.

If the child has not successfully completed at least two training items after a number of trials, discontinue training.

5.0.1 Did NAME successfully complete at least 2 consecutive training items on Plates A and B?

(tick one only)

☐ 1. Yes [Go to 5.1](#)

☐ 0. No [Go to 5.41](#)

Testing plates

Show Testing Plate 1:

Begin testing starting with the first item in Set 1, saying: "Point to/show me..."

DO record the response (1, 2, 3, 4 or "Don't Know") to each item into the CAPI. The CAPI will total the errors as testing proceeds.

"Don't Know" responses are also counted by the CAPI as errors.

If it is not possible to complete all the items in any Set once commenced (e.g. child refuses to continue), STOP and go to 5.41.

After Set 1, the CAPI will total the number of errors and decide whether to administer either Set 2 or Set 3, or end the test immediately. You will never administer both Set 2 and Set 3.

Manual scoring

- If there are any technical difficulties with entering the responses into the CAPI, the PPVT will need to be scored manually during the interview.
- Do not score the PPVT manually under any circumstances, except for when there are technical difficulties preventing use of the CAPI.

To score manually:

- All children are administered Set 1 (Plates 1 - 20).
- For each item:
 - Circle the child's response (1, 2, 3, 4 or "Don't Know") on the score sheet.
 - If the response is incorrect or "Don't Know", indicate the error by also circling the "E" on the score sheet next to the item. (The correct response to each item is green).
 - Do NOT leave any rows unscored.
- If the child does not want to proceed with the task at any stage (e.g. child refuses to continue), stop the task and go to 5.41.
- After administering Set 1, total the number of errors (circled "E's") to decide whether to administer either Set 2 or Set 3, or end the test immediately.
 - If 7 - 14 errors: END the PPVT test. Go to 5.41
 - If 15 - 20 errors: Administer SET 2 (Plates 21 - 30)
 - If 0 - 6 errors: Administer SET 3 (Plates 31 - 40)

Remember: You will never administer both Set 2 and Set 3.

- If required, administer Set 2 or Set 3 in the same way as Set 1, circling the child's response and any errors. You do not need to total the number of errors after these Sets. Once completed, go to 5.41.

SET 1 (1-20)

KEY: DK = Don't Know, E = Error, Green Box = Correct Response

Item	Plate	Response				
5.1		1				
5.2		2				
5.3		3				
5.4		4				
5.5		5				
5.6		6				
5.7		7				
5.8		8				
5.9		9				
5.10		10				
5.11		11				
5.12		12				
5.13		13				
5.14		14				
5.15		15				
5.16		16				
5.17		17				
5.18		18				
5.19		19				
5.20		20				

SET 1: Total number of errors

If 7 - 14 errors:

END. Go to 5.41

If 15 - 20 errors:

Administer SET 2

If 0 - 6 errors:

Administer SET 3

SET 2 (21-30)

KEY: DK = Don't Know, E = Error, Green Box = Correct Response

Item	Plate	Response				
5.21		21				
5.22		22				
5.23		23				
5.24		24				
5.25		25				
5.26		26				
5.27		27				
5.28		28				
5.29		29				
5.30		30				

END. Go to 5.41

SET 3 (31-40)

KEY: DK = Don't Know, E = Error, Green Box = Correct Response

Item	Plate	Response
5.31	31	<input type="checkbox"/>
5.32	32	<input type="checkbox"/>
5.33	33	<input type="checkbox"/>
5.34	34	<input type="checkbox"/>
5.35	35	<input type="checkbox"/>
5.36	36	<input type="checkbox"/>
5.37	37	<input type="checkbox"/>
5.38	38	<input type="checkbox"/>
5.39	39	<input type="checkbox"/>
5.40	40	<input type="checkbox"/>

(CAPI automatically routes this question)

5.41 Once commenced, did the child fully complete the PPVT task? (tick one only)

- ☐ 1. Yes, the task was fully completed [Go to 5.43](#)
- ☐ 2. No, the task was not fully completed

5.42 What is the MAIN reason the PPVT task was not fully completed? (tick one only)

- ☐ 1. Child does not seem to understand the task demands
- ☐ 2. Child too disruptive
- ☐ 3. Child too withdrawn / shy
- ☐ 4. Child does not speak or understand English
- ☐ 5. Child refused
- ☐ 6. Mother refused
- ☐ 7. Sibling too disruptive
- ☐ 97. Other reason (Please specify)

5.43 Record whether parent/carer present during task: (tick one only)

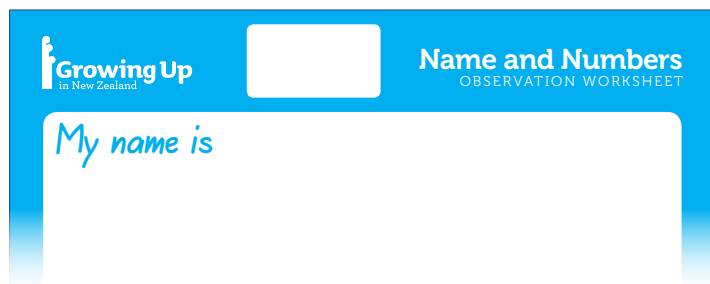
- ☐ 1. No parent or carer present in room
- ☐ 2. Parent/carer present but at a distance
- ☐ 3. Parent observed only
- ☐ 4. Parent encouraged child
- ☐ 5. Parent interfered or influenced child during task administration

5.44 Was child's sibling or other child present and interfering or influencing study child during task administration? (tick one only)

- ☐ 1. No sibling or other child present in room
- ☐ 2. Sibling/other child present but at a distance
- ☐ 3. Sibling/other child observed only
- ☐ 4. Sibling/other child encouraged child
- ☐ 5. Sibling/other child interfered or influenced child during task administration

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For this task the interviewer will use a page from their name and number pad, and a pencil/pen.



The worksheet is titled "Name and Numbers" and "OBSERVATION WORKSHEET". It features the "Growing Up in New Zealand" logo. There is a large white box for writing a name, with the text "My name is" written in blue cursive at the top left of the box.

6. Name and Numbers

6.1 Is the child able to engage in the exercise at all?

(tick one only)

- ☐ 1. Yes
- ☐ 2. No – child was asleep
- ☐ 3. No – child was unwell
- ☐ 4. No – child was not in house
- ☐ 5. No – mother refused
- ☐ 6. No – child refused
- ☐ 7. No – due to physical injury
- ☐ 8. No – due to physical disability
- ☐ 9. No – due to developmental delay
- ☐ 10. No – because child cannot speak or understand English language
- ☐ 97. No – other (Please specify)

Go to 7.1

Write Their Name - To CHILD - "Write your name here." Point to the space provided. Any response, even if only a scribble, should be praised. "Good, that's fine, that's very good."

Write Numbers - To CHILD - "On this page I want you to write some numbers." Point to space provided. You can prompt to ensure that children understand but avoid instructing specifically which numbers to write. Children can be encouraged to respond further. "Can you write some more numbers?" Children who write larger numbers (> 20) should be asked if they can write some bigger numbers.

6.2 Which hand did the child use to write their name or numbers? (tick one only)

- ☐ 1. Right
- ☐ 2. Left
- ☐ 3. Both

Collect back the Name and Numbers worksheet from the child

To CHILD - "Please can you count up from 1 to 10?"

6.3 Write their response in the space provided.

To CHILD - "Please can you count down from 10 to 1?"

6.4 Write their response in the space provided.

6.5 During the name and numbers task, did the child stay focused? (tick one only)

- ☐ 1. Not at all
- ☐ 2. Rarely
- ☐ 3. Some of the time
- ☐ 4. Most of the time
- ☐ 5. All of the time

7. Parent-Child Interaction

To PARENT - "For the next activity, we will be asking you to help your child with some writing, so it would be best if you could sit near a table or other hard surface. I'm going to give you some paper and a felt pen. Please help your child to create a party invitation. You will have about 5 minutes from now to work on it together."

7.1 Is the child able to engage in the exercise at all? (tick one only)

- ☐ 1. Yes
- ☐ 2. No – child was asleep
- ☐ 3. No – child was unwell
- ☐ 4. No – child was not in house
- ☐ 5. No – mother refused
- ☐ 6. No – child refused
- ☐ 7. No – due to physical injury
- ☐ 8. No – due to physical disability
- ☐ 9. No – due to developmental delay
- ☐ 10. No – because child cannot speak or understand English language
- ☐ 97. No – other (Please specify)

Go to 8.1

7.2 First 30 seconds: Questions beginning with who/what/where/which/how/why? (tick one only)

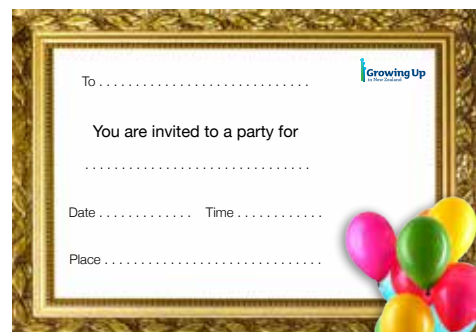
- ☐ 1. No questions
- ☐ 2. One question
- ☐ 3. Two or more questions
- ☐ 4. Did not engage

7.3 Second 30 seconds: Print talk such as "How do you draw a b" or "It starts with M." (tick one only)

- ☐ 1. No print talk
- ☐ 2. One instance of print talk
- ☐ 3. Two or more instances of print talk
- ☐ 4. Did not engage

For the following activity you will need the invitation card with "To (name), you're invited to a party for (name). Date: Time: Place:" and a felt pen.

Place the invitation on the surface between the mother and child. Lay the felt on top of the invitation. Start the timer and WAIT 15 seconds before stopping and restarting the timer for the observations 7.2 to 7.4 (coding for the following dimensions in 30-second blocks).



7.2 In questions 7.2-7.4, code the parent's behaviour. Each observation will be coded for 30 seconds (i.e. code observation 7.2 in the first 30 seconds, observation 7.3 in the second 30 seconds etc.).

7.3 Print talk does not include behaviour management such as "Hold the pen like this" but does include instruction such as "Go straight down now then across."

Continue
next page

7.5

Code 7.5 for the PARENT and CHILD. Code from when the parent and child sit down until the end of the task.

7.4 Third 30 seconds: Maternal praise and encouragement (tick one only)

- ☐ 1. No praise or encouragement
- ☐ 2. One instance of praise (e.g. nice "J!") or encouragement (e.g. "You do the J because you're good at those.")
- ☐ 3. Two or more instances of praise or encouragement
- ☐ 4. Did not engage

7.5 Quality of the interaction (across whole interaction) (tick one only)

- ☐ 1. Mother dominated the interaction – did not let the child participate
- ☐ 2. Child dominated the interaction – would not let mother help
- ☐ 3. Mother and child completed the task together, with mother assisting child when needed and only when needed
- ☐ 4. Did not engage

7.6 During the Parent-Child Interaction, did the child stay focused on the task? (tick one only)

- ☐ 1. Not at all
- ☐ 2. Rarely
- ☐ 3. Some of the time
- ☐ 4. Most of the time
- ☐ 5. All of the time

8. Gift Wrap Task

8.1 Is the child able to engage in the exercise at all?

(tick one only)

- ☐ 1. Yes
- ☐ 2. No – child was asleep
- ☐ 3. No – child was unwell
- ☐ 4. No – child was not in house
- ☐ 5. No – mother refused
- ☐ 6. No – child refused
- ☐ 7. No, due to physical injury
- ☐ 8. No, due to physical disability
- ☐ 9. No, due to developmental delay
- ☐ 10. No, because child cannot speak or understand English language
- ☐ 97. No - other (Please specify)

Go to 9.1

For the following activity you will need the pre-wrapped gift and cellophane.



To CHILD - "Now I have a surprise to show you, but I don't want you to see it" I want to wrap it first. Please turn around so you won't see it."

Turn child's chair 90 degrees so the side of the chair faces the table or have the child sit on the floor so that they are at 90 degrees to you.

To CHILD - "Please don't look or peek while I wrap it. I'll tell you when I'm done."

8.2 Time elapsed before first peek (tick one only)

- ☐ 1. Child never peeked during 1-min timing

Go to 8.4

- ☐ 2. Time (1-60 seconds)

8.3 How many times did the child peek? (tick one only)

- ☐ 1. Child peeked once
- ☐ 2. Child peeked more than once
- ☐ 3. Child peeked once or more and then remained peeking for the remainder of the timing
- ☐ 4. Child peeked (one or more times) and touched the gift

8.4 During the Gift Wrap task, did the child stay focused on the task? (tick one only)

- ☐ 1. Not at all
- ☐ 2. Rarely
- ☐ 3. Some of the time
- ☐ 4. Most of the time
- ☐ 5. All of the time

Set timer for 1 minute.

Take out wrapping materials and pre-wrapped gift (do not let child see that gift is already wrapped). Noisily pretend to wrap while watching child's behaviour. After 1 minute say "Ok, I'm all done, you can turn around now."

Record the time of the child's first peek. Each time the child turns around or peeks say, "Remember, no peeking. I'll tell you when I'm done."

9. Biological Sampling

If consent has NOT been given for both the swab AND saliva samples – SKIP SECTION 9.

For the following biological samples you will need to have your collection kit ready. See the Observation Manual insert for equipment needed and your instructions on correct swab and saliva collection technique. Ensure all equipment is placed in/on an appropriate working space.

Make sure consent for swab sampling has been given BEFORE you begin swab sample collection.

To PARENT - "I'd like to take a swab sample from [NAME]'s elbow skin, nose and throat. The skin swab involves gently rubbing a swab along the inside of [NAME]'s elbow. The nose swab involves using a swab to carefully rub the inside [HIS/HER] nose. The throat swab involves using a cotton-bud to get a quick swab from the back of [NAME]'s throat. Is this alright to take these swabs now?"

9.1 Option 98 is an exclusive option and can only be chosen alone.

9.1 Permissions (tick all that apply - at least one)

- ☐ 1. Permission to collect elbow swab
- ☐ 2. Permission to collect nose swab
- ☐ 3. Permission to collect throat swab
- ☐ 98. Permission refused for ALL swabs

[Go to 9.5](#)

To CHILD - "I am going to use this soft cotton bud and rub it up and down on your skin by your elbow. It won't hurt at all."

9.2 For question 9.2, write an explanation if options 2. or 3. are ticked. If option 1 is selected, please write additional information only if necessary, to indicate an unusual circumstance (for example, badly infected skin at swab site). Options 1 and 98 are exclusive options and can only be chosen alone.

9.2 Elbow swab (tick one only)

- ☐ 1. Collected (Additional comments)
- ☐ 2. Collected but alternative (second) swab kit required (Please specify)
- ☐ 3. Unable to collect swab (Please specify)
- ☐ 98. Child refused

Apply the correct sticker to the sample container and the Lab Test form.

To CHILD - "I am now going to use another soft cotton bud and rub it gently inside your nose. It doesn't hurt but it may tickle a little."

9.3 Nose swab (tick one only)

- ☐ 1. Collected (Additional comments)
- ☐ 2. Collected but alternative (second) swab kit required (Please specify)
- ☐ 3. Unable to collect swab (Please specify)
- ☐ 98. Child refused

9.3 For question 9.3, write an explanation if options 2. or 3. are ticked. If option 1 is selected, please write additional information only if necessary, to indicate an unusual circumstance (for example, a badly blocked nose). Options 1 and 98 are exclusive options and can only be chosen alone.

Apply the correct sticker to the sample container and the Lab Test form.

To CHILD - "Now we are going use another soft cotton bud and rub it quickly at the back of your mouth. Can you say AHHHH and open your mouth wide and let me see if I can tell what you had for breakfast/lunch? It won't hurt but it may tickle a little."

9.4 Throat swab (tick one only)

- ☐ 1. Collected (Additional comments)
- ☐ 2. Collected but alternative (second) swab kit required (Please specify)
- ☐ 3. Unable to collect swab (Please specify)
- ☐ 98. Child refused

9.4 For question 9.4, write an explanation if options 2. or 3. are ticked. If option 1 is selected, please write additional information only if necessary, to indicate an unusual circumstance (for example, a red inflamed throat or white spots). Options 1 and 98 are exclusive options and can only be chosen alone.

Apply the correct sticker to the sample container and the Lab Test form.

Make sure consent for saliva sampling has been approved BEFORE you begin saliva sample collection.

The ability to collect a good sample of saliva is influenced by how hydrated the child is. If saliva collection is particularly difficult, ask the child to have a drink of water, and have another go at collecting the sample in 30 min time or at some other convenient point during the remainder of the home-visit. It is OK to close the saliva collection tube, and then open it again to collect more saliva. Only use a second collection kit where absolutely necessary.

9.5 Permissions (tick one only)

☐ 1. Permission to collect saliva sample

☐ 98. Permission refused for saliva sample

[Go to 10.1](#)

To PARENT - “I’d like to take a saliva sample from [NAME]. The collection of the sample involves [NAME] opening their mouth and me using a sponge to gently collect [HIS/HER] saliva. It doesn’t hurt but may tickle a little. Is it alright to take this sample now?”

To CHILD - “Can you say AHHHH and open your mouth really wide for me so I can use this little sponge to collect your spit? It won’t hurt at all.”

9.6 For question 9.6, write an explanation if options 2, 3, 4, or 5, are ticked. Tick option 4, if the sample does not reach the required mark on the vial or you think the sample quality may be poor (i.e. lots of bubbles in the vial). If options 2 AND 4 are ticked please specify an explanation for each.

Options 1 and 98 are exclusive options and can only be chosen alone.

9.6 Saliva sample (Tick all that apply – at least one)

☐ 1. Collected (Additional comments)

☐ 2. Collected but alternative (second) kit required (Please specify)

☐ 3. Unable to collect any saliva sample (Please specify)

☐ 4. Sample incomplete (Please specify)

☐ 5. Buccal swab sample collected instead of saliva (Please specify)

☐ 98. Child refused

Apply the correct sticker to the sample container.

FINISH of Child Observations

To CHILD - "Thanks so much for being so good and helpful!"

Let the child have their reward stickers at the end of the sampling – whether you have successfully collected all/any of the samples or not.



The following questions are to be completed by the interviewer at the end of the interview, after the interviewer has left the participant's house or interview location.

The next questions are about the child's behaviour during the observations, and one set of questions should be completed for each participant child.

10.1 Questions 10.1-10.9 are to be answered only if the child completed at least one observation task. If the child has not completed at least one observation, answer 'Not applicable' to questions 10.1-10.9.

10.2 For Questions 10.2-10.9, choose an option for each statement that best indicates the child's behaviour during the observations.

10.5 This does not include behaviour observed during the biological sampling.

10. Interviewer Observations

10.1 How often was [NAME] understandable when speaking to you? (tick one only)

- ☐ 3. Often
- ☐ 2. Sometimes
- ☐ 1. Rarely
- ☐ 0. Never
- ☐ 95. Not applicable

10.2 Pays attention during instructions and demonstrations: (tick one only)

- ☐ 1. Child looks closely at the pictures to distinguish between them; child attends to and complies with interviewer
- ☐ 2. Child's attention occasionally drifts, particularly at the end of the activities, but is responsive to prompt
- ☐ 3. Child's attention frequently drifts and examiner provides frequent prompts
- ☐ 4. Child spends most of the time off-task, inattentive
- ☐ 95. Not applicable

10.3 Child has difficulty waiting between tasks: (tick one only)

- ☐ 1. Transitions between tasks made difficult because of child's activity level/impulsivity
- ☐ 2. Child needs multiple prompts to wait while assessor gathers materials for new task
- ☐ 3. Child sometimes shows anticipation for interesting task materials but rarely needs reminder
- ☐ 4. Child waits patiently for new tasks to begin, shows relaxed body posture during transitions
- ☐ 95. Not applicable

10.4 Actively attempts to engage interviewer: (tick one only)

- ☐ 1. Child frequently initiates conversation by asking questions, sharing information
- ☐ 2. Child initiates conversation on occasion and is responsive to interviewer through eye-contact, talking, or smiling
- ☐ 3. Child does not initiate conversation, is slow to warm up
- ☐ 4. Child ignores assessor's conversational remarks (social bids), even during positive tasks
- ☐ 95. Not applicable

10.5 Child shows intense apprehensive, sad, or worried feelings during session: (tick one only)

- ☐ 1. Child is upset, cries, whimpers during testing, or session was ended due to child distress
- ☐ 2. Child appears close to tears during testing
- ☐ 3. Child sometimes appears sad or worried. Furrowed brows, face in hands, frown
- ☐ 4. Child does not appear apprehensive, sad or worried during assessment
- ☐ 95. Not applicable

Child does the following at ANY TIME during the assessment		1. Yes	0. No	97. Not applicable
10.6	Agress towards objects (this includes throwing, tear up paper, break things, banging, spitting) (tick one only)	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="95"/>
10.7	Verbal aggression (curse even if in storytelling, use curse words or gestures, threaten) (tick one only)	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
10.8	Physical aggression (hit, scratch, throw, spit, using object as weapon to shoot at assessor, grab, shove) (tick one only)	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

10.9 Across all observations (NOT including anthropometry and biological sampling), were there any significant distractions or events that altered the child's performance and meant you coded something differently (e.g. sudden noise, people telling the child to wait or focus)? (tick all that apply)

- ☐ 0. No
- ☐ 1. Yes, during the Hand Clap Task
- ☐ 2. Yes, during the Affective Knowledge Task
- ☐ 3. Yes, during the Letter Naming Fluency Task
- ☐ 4. Yes, during the Peabody Picture Vocabulary Test
- ☐ 5. Yes, during the Name and Numbers Task
- ☐ 6. Yes, during the Parent-Child Interaction Task
- ☐ 7. Yes, during the Gift-Wrap Task

10.10 Was an interpreter used? (tick one only)

☐ 1. Yes

☐ 0. No

Go to 10.12

10.11 Who was the interpreter? (tick one only)

- ☐ 1. Provided by Growing Up in New Zealand
- ☐ 2. Family member
- ☐ 3. Friend
- ☐ 97. Other (Please specify)

10.9 Option 0 is an exclusive option and can only be chosen alone.

10.10 Questions 10.10-10.15 relate to the completion of the questionnaire.

It is not necessary to complete these questions for each child – please complete one set per participant family. For families with twin or triplet participant children, please complete these questions for the first child only.

10.13 Do not count people who just popped in/out a few times.

10.15 Do not leave field blank.

10.12 Did the mother have trouble understanding the questions? (tick one only)

- ☐ 1. Yes, a few of the questions
- ☐ 2. Yes, many of the questions
- ☐ 0. No

10.13 Was anyone else present during the interview, other than the interpreter, so that answers were affected? (tick one only)

- ☐ 1. Yes
- ☒ 0. No

Go to End

10.14 How many other people were present? (tick one only)

- ☐ 1. 1
- ☐ 2. 2
- ☐ 3. 3+

10.15 Who were they (i.e. indicate relationship to respondent)?

☐ 97. Please specify

END

Appendix of variable names used in this questionnaire

1.1	HW20_m54Co	1.14.1	HW16_date_m54Co	3.2	AKT2_M54Co	err_set1	PPVTset1errors_m54Co	6.6	NN6_m54Co	9.6.2	SAL2_2_m54Co
1.2	HW21_m54Co	1.15	HW28_m54Co	3.3	AKT3_M54Co	5.21	PPVT21_m54Co	6.7	NN7_m54Co	9.6.2.1	SAL2_2s_m54Co
1.3	HW22_m54Co	1.16	HW29_m54Co	3.4	AKT4_M54Co	5.22	PPVT22_m54Co	7.1	PCI20_m54Co	9.6.3	SAL2_3_m54Co
1.4.1	HW23_1_m54Co	1.17	HW30_m54Co	3.5	AKT5_M54Co	5.23	PPVT23_m54Co	7.1.1	PCI20s_m54Co	9.6.3.1	SAL2_3s_m54Co
1.4.2	HW23_2_m54Co	1.18.1	HW31_1_m54Co	3.6	AKT6_M54Co	5.24	PPVT24_m54Co	7.2	PCI21_m54Co	9.6.4	SAL2_4_m54Co
1.4.3	HW23_3_m54Co	1.18.2	HW31_2_m54Co	3.7	AKT7_M54Co	5.25	PPVT25_m54Co	7.3	PCI22_m54Co	9.6.4.1	SAL2_4s_m54Co
1.4.4	HW23_4_m54Co	1.18.3	HW31_3_m54Co	3.8	AKT8_M54Co	5.26	PPVT26_m54Co	7.4	PCI23_m54Co	9.6.5	SAL2_5_m54Co
1.4.5	HW23_5_m54Co	1.18.4	HW31_4_m54Co	4.1	DIB1_m54Co	5.27	PPVT27_m54Co	7.5	PCI24_m54Co	9.6.5.1	SAL2_5s_m54Co
1.4.5.1	HW23_5s_m54Co	1.18.4.1	HW31_4s_m54Co	4.1.1	DIB1s_m54Co	5.28	PPVT28_m54Co	7.6	PCI25_m54Co	9.6.98	SAL2_98_m54Co
1.4.97	HW23_97_m54Co	1.18.97	HW31_97_m54Co	4.2	DIB2_m54Co	5.29	PPVT29_m54Co	8.1	GWT1_m54Co	10.1	OB40_m54Co
1.4.97.1	HW23_97s_m54Co	1.18.97.1	HW31_97s_m54Co	4.3	DIB3_m54Co	5.30	PPVT30_m54Co	8.1.1	GWT1s_m54Co	10.2	OB41_m54Co
1.5	HW7_m54Co	2.1	PTT1_M54Co	5.0	PPVT0_m54Co	5.31	PPVT31_m54Co	8.2	GWT2_m54Co	10.3	OB43_m54Co
1.6	HW24_m54Co	2.1.1	PTT1s_M54Co	5.0.97	PPVT0s_m54Co	5.32	PPVT32_m54Co	8.2.1	GWT2_time_m54Co	10.4	OB44_m54Co
1.6.1	HW24_kg_m54Co	2.2	PTT2_M54Co	5.0.1	PPVT0c_m54Co	5.33	PPVT33_m54Co	8.3	GWT3_m54Co	10.5	OB45_m54Co
1.6.2	HW24_PD_m54Co	2.3	PTT3_M54Co	5.1	PPVT1_m54Co	5.34	PPVT34_m54Co	8.4	GWT4_m54Co	10.6	OB46_m54Co
1.6.97	HW24_other_m54Co	2.4	PTT4_M54Co	5.2	PPVT2_m54Co	5.35	PPVT35_m54Co	9.1.1	BSAMP4_1_m54Co	10.7	OB47_m54Co
1.7	HW24A_m54Co	2.5	PTT5_M54Co	5.3	PPVT3_m54Co	5.36	PPVT36_m54Co	9.1.2	BSAMP4_2_m54Co	10.8	OB48_m54Co
1.7.1	HW24A_Date_m54Co	2.6	PTT6_M54Co	5.4	PPVT4_m54Co	5.37	PPVT37_m54Co	9.1.3	BSAMP4_3_m54Co	10.9.1	OB49_0_m54Co
1.8	HW25_m54Co	2.7	PTT7_M54Co	5.5	PPVT5_m54Co	5.38	PPVT38_m54Co	9.1.98	BSAMP4_98_m54Co	10.9.2	OB49_1_m54Co
1.9	HW26_m54Co	2.8	PTT8_M54Co	5.6	PPVT6_m54Co	5.39	PPVT39_m54Co	9.2	BSAMP5_m54Co	10.9.3	OB49_2_m54Co
1.10	HW27_m54Co	2.9	PTT9_M54Co	5.7	PPVT7_m54Co	5.40	PPVT40_m54Co	9.2.1	BSAMP5_1s_m54Co	10.9.4	OB49_3_m54Co
1.11.1	HW13_1_m54Co	2.10	PTT10_M54Co	5.8	PPVT8_m54Co	5.41	PPVT41_m54Co	9.2.2	BSAMP5_2s_m54Co	10.9.5	OB49_4_m54Co
1.11.2	HW13_2_m54Co	2.11	PTT11_M54Co	5.9	PPVT9_m54Co	5.42	PPVT42_m54Co	9.2.3	BSAMP5_3s_m54Co	10.9.6	OB49_5_m54Co
1.11.3	HW13_3_m54Co	2.12	PTT12_M54Co	5.10	PPVT10_m54Co	5.42.1	PPVT42s_m54Co	9.3	BSAMP6_m54Co	10.9.7	OB49_6_m54Co
1.11.4	HW13_4_m54Co	2.13	PTT13_M54Co	5.11	PPVT11_m54Co	5.43	PPVT43_m54Co	9.3.1	BSAMP6_1s_m54Co	10.9.8	OB49_7_m54Co
1.11.4.1	HW13_4s_m54Co	2.14	PTT14_M54Co	5.12	PPVT12_m54Co	5.44	PPVT44_m54Co	9.3.2	BSAMP6_2s_m54Co	10.10	OB4_m54Co
1.11.97	HW13_97_m54Co	2.15	PTT15_M54Co	5.13	PPVT13_m54Co	6.1	NN1_m54Co	9.3.3	BSAMP6_3s_m54Co	10.11	OB4A_m54Co
1.11.97.1	HW13_97s_m54Co	2.16	PTT16_M54Co	5.14	PPVT14_m54Co	6.1.1	NN1s_m54Co	9.4	BSAMP7_m54Co	10.11.97	OB4As_m54Co
1.12	HW14_m54Co	2.17	PTT17_M54Co	5.15	PPVT15_m54Co	6.2	NN2_m54Co	9.4.1	BSAMP7_1s_m54Co	10.12	OB5_m54Co
1.13	HW15_m54Co	2.18	PTT18_M54Co	5.16	PPVT16_m54Co	6.3	NN3_m54Co	9.4.2	BSAMP7_2s_m54Co	10.13	OB6_m54Co
1.13.1	HW15_m_m54Co	2.19	PTT19_M54Co	5.17	PPVT17_m54Co	6.3.1	NN3s_m54Co	9.4.3	BSAMP7_3s_m54Co	10.14	OB7_m54Co
1.13.2	HW15_cm_m54Co	2.20	PTT21_M54Co	5.18	PPVT18_m54Co	6.4	NN4_m54Co	9.5	SAL1_m54Co	10.15	OB8_m54Co
1.13.97	HW15s_m54Co	3.1	AKT1_m54Co	5.19	PPVT19_m54Co	6.4.1	NN4s_m54Co	9.6.1	SAL2_1_m54Co		
1.14	HW16_m54Co	3.1.1	AKT1s_m54Co	5.20	PPVT20_m54Co	6.5	NN5_m54Co	9.6.1.1	SAL2_1s_m54Co		

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