



Health Industry Standards of The People's Republic of China

WS/T 580-2017

The Developmental Behavior Assessment Scale for Children Aged 0-6 Years

Developmental scale for children aged 0-6 years

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Foreword

This standard was drafted in accordance with the rules given in GB/T 1.1-2009.

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Developmental Behavior Assessment Scale for Children Aged 0-6 Years

1 Range

This standard specifies the evaluation content, test methods, reference range of development quotient and the use of the developmental behavior assessment scale for children aged 0-6 years (under 7 years old).

This standard applies to the assessment of the developmental behavior level of children aged 0-6 years (under 7 years old), and is a diagnostic scale for assessing the level of developmental behavior of children.

2 Terms and definitions

The following terms and definitions apply to this document.

2.1 Attribute

Domains of the scale determination. This scale includes five domains for children's neurobehavioral development: gross motor, fine movement, adaptability, language and social behavior. The gross motor domain refers to body posture, head balance, and the ability to sit, climb, stand, walk, run, and jump; The fine movement domain refers to the ability to use fingers; The language domain refers to the ability to understand language and language expression; The adaptability domain refers to the ability of children to respond to and adapt to their surrounding natural environment and social needs; The social behavior domain refers to the ability to communicate with the surrounding people and the ability to take care of themselves in life.

2.2 Mental age; MA

Psychological age

An indicator reflecting the level of children's intelligence.

Note: In the compiled scale, the test items are grouped by age. If the subject passes the 3-year-old test item, it means that his intelligence age measured by the scale is 3 years old.

2.3 Development quotient; DQ

One of the core indicators used to measure children's mental development level is to measure children's development in the aspects of gross motor, fine movement, adaptability, language and social behavior. The calculation formula is as follows (1).

$$DQ = \text{Mental age} / \text{Actual age} * 100 \dots\dots\dots (1)$$

3 Evaluation content

Including five domains, such as gross motor, fine movement, adaptability, language and social behavior, used to measure the developmental behavior of children and assess their developmental level. There are 8 to 10 test items for each month-age group, for a total of 261 test items. See Appendix A.

4 Testing method

4.1 Testing tools

4.1.1 Evaluation scale

Developmental Behavior Assessment Scale for Children Aged 0-6 Years, See Appendix A.

4.1.2 Auxiliary tools

The examiner uses the standardized test toolbox, the test bed, fence bed, small table, small chair, staircase and other test tools, which were matched with the test scale, for testing.

4.2 Test procedure

4.2.1 Calculate the actual month age

4.2.1.1 First, calculate the age of years, months and days of the participant based on the test date and date of birth of the participant, and then convert the age of years and days to Months. Taking the month age as the unit, which retains one decimal place.

4.2.1.2 Days are converted into months as $30 \text{ days} = 1.0 \text{ months}$, and years are converted into months as $1 \text{ year} = 12.0 \text{ months}$.

4.2.2 Mark the main measurement month age

The month age segment closest to the actual month age is the main measurement month age. Marking with Δ before the main measurement month age. If the main measurement month age is between the two-month age range on the scale, the smaller month age is selected as the main measurement month age. Premature babies are also marked according to their actual month age, and there is no need to correct the month age.

4.2.3 Test start and end

4.2.3.1 The main measurement month age is the starting month age. The items of the main measurement month age are tested first. Regardless of whether the items of a certain attribute of the main measurement month age pass or not, it needs to be measured forward and backward respectively for another 2 months Age. A total of 5 months of age were tested.

4.2.3.2 If the items of 2 consecutive months in one attribute measured forward from the main measurement month age are all passed, the forward testing of this attribute ends. if any one item of the items of 2 consecutive months measured forward from the main measurement month age is failed to Pass, it is necessary to continue to check forward until the items of 2 consecutive months measured forward from the main measurement month age are all pass.

4.2.3.3 Then, the items of 2 consecutive months are measured backward from the main measurement month age. If the items of 2 consecutive months in one attribute are all failed to pass, the backward testing of this attribute ends. If any one item of the items of 2 consecutive months in one attribute is passed, it is necessary to continue to check backward until the items of 2 consecutive months in one attribute are all failed to pass.

4.2.3.4 All attributes shall be tested in accordance with the requirements of 4.2.3.1 ~ 4.2.3.3.

4.2.4 Recording method

The items which passed in the test shall be indicated by ○; the items which failed to pass in the test shall be indicated by ×.

4.3 Operation method and requirements for passing the test

Please refer to Appendix B for the operation method of the scale and the requirements for passing the test.

4.4 Result calculation

4.4.1 Scoring of each attribute

4.4.1.1 1 month to 12 months old

1.0 point for each attribute. If this attribute contents only one test item, the test item marks as 1.0 point. If this attribute contents two test items, each item marks as 0.5 point.

4.4.1.2 15 months to 36 months old

3.0 points for each attribute. If this attribute contents only one test item, the test item marks as 3.0 points. If this attribute contents two test items, each item marks as 1.5 point.

4.4.1.3 42 months to 84 months old

6.0 points for each attribute, if this attribute contents only one test item, the test item marks as 6.0 points; if this attribute contents two test items, each item marks as 3.0 point.

4.4.2 Calculating mental age

4.4.2.1 Count the scores of the test items that have passed continuously to the highest score (if tested subject has passed the test items for two consecutive months, the test ends, and all the previous items will be passed by default). The scores of the failed items will not be counted. The scores of the passed items (including the items which be passed by default) are added item by item, which is the mental age of the attribute.

4.4.2.2 Add up the scores from the five attributes and divide by 5 to get the total mental age, with one decimal place reserved.

4.4.3 Calculating development quotient

The calculation method of development quotient is shown in formula (1).

5 Development Quotient Reference Range

The reference range of development quotient is as follows: >130 is excellent; 110-129 is good; 80-109 is medium; 70-79 is borderline low; <70 is disorders of mental development.

6 Use of the scale

6.1 Test requirements

6.1.1 The testing environment should be quiet and bright. Children under the age of 4 years are allowed to be accompanied by a parent. Children aged 4 years and above can be accompanied by their parents if they are accompanied by development retardation, poor communication or uncoordinated testing.

6.1.2 The tester shall operate in strict accordance with the operation methods and test passing requirements to avoid the hint, inspiration and induction of the parents of the tested children.

6.1.3 The tester shall be familiar with the operation method and test passing requirements.

6.1.4 The position of the tester shall be correct, the desktop shall be clean, and the tools in the test toolbox shall not be seen by the tested children. Take one from each and put it back after use.

6.1.5 The tester shall receive professional training and obtain relevant qualifications before testing.

6.2 Interpretation of results

6.2.1 The tester who has received professional training should explain and judge the level of development behavior of children based on the comprehensive situation of the child.

6.2.2 The tester should properly explain to the parents the level of children's developmental behavior, especially for children who are development retardation.

Supplementary Materials A

Development Behavior Assessment Scale for Children aged 0–6 years (Child Mental Scale-II)

See Table S.1, Figure S.1, Figure S.2 and Table S.2 for the developmental behavior assessment scale for children aged 0–6 years.

Table S.1 Development Behavior Assessment Scale for Children aged 0–6 years (Child Mental Scale-II)

Project	1 month old	2month old	3month old	4 month old	5 month old
Great sport	<input type="checkbox"/> 1 head upright for a moment when sitting upright with shoulders supported by the tester	<input type="checkbox"/> 11 Head upright for a moment When sit up by pulled the wrists	<input type="checkbox"/> 21 Head stands upright when held straight	<input type="checkbox"/> 30 Stand for a while when held the armpit	<input type="checkbox"/> 40 Sit up by pulled the wrist lightly
	<input type="checkbox"/> 2 Tilt and raise the head when lying prone	<input type="checkbox"/> 12 head lifting off the bed when lying prone	<input type="checkbox"/> 22 Head raising 45 degrees when lying prone	<input type="checkbox"/> 31 Head raising 90 degrees when lying prone	<input type="checkbox"/> 41 Sit up no assistance with head tilted forward
Fine movement	<input type="checkbox"/> 3 Clench a fist when touching the palm	<input type="checkbox"/> 13 Hold the bell stick for a moment	<input type="checkbox"/> 23 Hold the bell stick for 30s	<input type="checkbox"/> 32 Watch and shake the flower bell stick	<input type="checkbox"/> 42 Grab the toys nearby
	<input type="checkbox"/> 4 Natural state of hands	<input type="checkbox"/> 14 Thumb separates when tapped lightly *	<input type="checkbox"/> 24 Put hands together	<input type="checkbox"/> 33 Trying to grab something	<input type="checkbox"/> 43 play hands spontaneously
Adaptive capacity	<input type="checkbox"/> 5 Watch the card with black and white targets*	<input type="checkbox"/> 15 Watch the big toy immediately	<input type="checkbox"/> 25 Watch toy on the front of the chest immediately	<input type="checkbox"/> 34 Eyes contact*	<input type="checkbox"/> 44 notice the small pellets
	<input type="checkbox"/> 6 Cross the midline with eyes following the red ball	<input type="checkbox"/> 16 Eyes turn up and down following the red ball *	<input type="checkbox"/> 26 Eyes and head turn 180 degrees following the red ball	<input type="checkbox"/> 35 Yells when happy or dissatisfied ^R	<input type="checkbox"/> 45 Hold a block and look at another
Language	<input type="checkbox"/> 7 Make small guttural sound ^R	<input type="checkbox"/> 17 Pronounce a, o, e or other consonants ^R	<input type="checkbox"/> 27 Sound when smiling	<input type="checkbox"/> 36 Babbing in quiet time ^R	<input type="checkbox"/> 46 Pronunciation when seeing familiar people or toys ^R
	<input type="checkbox"/> 8 Respond to sound*	<input type="checkbox"/> 18 Make complex reactions to sounds		<input type="checkbox"/> 37 Find the sound source	

Social behavior	<input type="checkbox"/> 9 Staring at the speaker	<input type="checkbox"/> 19 Smile spontaneously ^R	<input type="checkbox"/> 28 Laugh when see someone	<input type="checkbox"/> 38 watch the portrait in the mirror	<input type="checkbox"/> 47 reaction to the image in the mirror
	<input type="checkbox"/> 10 Eye tracking people who move around	<input type="checkbox"/> 20 Respond when being teased	<input type="checkbox"/> 29 Actively observe the surrounding environment without being teased	<input type="checkbox"/> 39 happy when see mother or other relatives ^R	<input type="checkbox"/> 48 See food excitedly ^R
Project	6 month old	7 month old	8 month old	9 month old	10 month old
Great sport	<input type="checkbox"/> 49 turn over from supine to prone position ^R	<input type="checkbox"/> 59 Prop up the ground with feet when the armpit is held *	<input type="checkbox"/> 68 Hold object with both hands to stand up	<input type="checkbox"/> 77 Walk when hands held	<input type="checkbox"/> 86 Make protective action *
	<input type="checkbox"/> 50 Can strike the table	<input type="checkbox"/> 60 Sit up straight by oneself	<input type="checkbox"/> 69 Sit alone and rotate freely to reach objects	<input type="checkbox"/> 78 Crawl on hands and knees	<input type="checkbox"/> 87 Sit up harmoniously from prone position without assistance and sit stably
Fine motor	<input type="checkbox"/> 51 Tear and knead paper	<input type="checkbox"/> 61 Rake to get the pellets	<input type="checkbox"/> 70 Pinch small pellets with thumb and other fingers	<input type="checkbox"/> 79 Pinch the pellets with thumb and index finger	<input type="checkbox"/> 88 Pinch the pellets with the fingertips of the thumb and index finger in coordination, skillfully and quickly
	<input type="checkbox"/> 52 Touch and grasp the target building block	<input type="checkbox"/> 62 grasp another building block with the other hand after grasping a building block with one hand	<input type="checkbox"/> 71 Try to take the third building block after grabbing a building block with each hand	<input type="checkbox"/> 80 Take out the building blocks from the cup	
Adaptability	<input type="checkbox"/> 53 Hold a building block in each hand	<input type="checkbox"/> 63 Pass the first building block to the other hand, and then go to get the second building block	<input type="checkbox"/> 72 Consciously imitate shaking the bell	<input type="checkbox"/> 81 Beat two building blocks against each other	<input type="checkbox"/> 89 Initiatively remove the cup and play the building blocks hidden in the cup
	<input type="checkbox"/> 54 Looking for fallen toys	<input type="checkbox"/> 64 Reach for toys in the distance	<input type="checkbox"/> 73 Try to grasp constantly moved toys with hands	<input type="checkbox"/> 82 Look for and fiddle with or pinch	<input type="checkbox"/> 89 Look for something hidden in the box

				the tongue of the bell	
Language	<input type="checkbox"/> 55 Turn around and look for who calling its name	<input type="checkbox"/> 65 Unconsciously make "da-da ma-ma" sound ^R	<input type="checkbox"/> 74 Imitate the sound of coughing and tongue ^R	<input type="checkbox"/> 83 Make welcoming gestures ^R	<input type="checkbox"/> 91 Imitate "ma-ma", "ba-ba", "na-na", "zou" and other sounds ^R
	<input type="checkbox"/> 56 Understand the gesture to hug		<input type="checkbox"/> 75 Expressing needs with gestures (2/3) ^R	<input type="checkbox"/> 84 Make a goodbye gesture ^R	
Social behavior	<input type="checkbox"/> 57 Self-feeding food ^R	<input type="checkbox"/> 66 Hold feet to play or suck	<input type="checkbox"/> 76 Understand adult facial expressions	<input type="checkbox"/> 85 Shake head or push away something no want ^R	<input type="checkbox"/> 92 Know the names of common objects and people
	<input type="checkbox"/> 58 Can play hide and seek	<input type="checkbox"/> 67 Resisted reaction to strangers ^R			<input type="checkbox"/> 93 Get something as instructed
Project	11 months old	12 months old	15 months old	18 months old	21 months old
Great sport	<input type="checkbox"/> 94 Stand alone for a while	<input type="checkbox"/> 103 Stand independently	<input type="checkbox"/> 112 Walk freely by oneself	<input type="checkbox"/> 120 Directionless throw a ball	<input type="checkbox"/> 128 Walk on tiptoe ^R
	<input type="checkbox"/> 95 Hold an object to squat down and take something	<input type="checkbox"/> 104 Walk forward with one hand is held			<input type="checkbox"/> 129 Hold the handrail and walk up the stairs
Fine movement	<input type="checkbox"/> 96 Consciously put the building blocks into the cup	<input type="checkbox"/> 105 Hold a pen in whole palm to draw lines	<input type="checkbox"/> 113 Spontaneously draw	<input type="checkbox"/> 121 Imitate to draw lines	<input type="checkbox"/> 130 Thread the crystal thread through the buttonhole
		<input type="checkbox"/> 106 Try to put the pellets into the vial	<input type="checkbox"/> 114 Take or pour the pellets out of the bottle		<input type="checkbox"/> 131 Imitate to pull zipper
Adaptive capacity	<input type="checkbox"/> 97 Open the square scarf and look for the building blocks wrapped in the square scarf	<input type="checkbox"/> 107 Cap the bottle	<input type="checkbox"/> 115 Turn the book twice	<input type="checkbox"/> 122 Erect four or more building blocks vertically	<input type="checkbox"/> 132 Erect seven or eight building blocks vertically

	<input type="checkbox"/> 98 Imitation patting doll		<input type="checkbox"/> 116 Cover the round box	<input type="checkbox"/> 123 Put the round building blocks into the template correctly	<input type="checkbox"/> 133 Know the red
Language	<input type="checkbox"/> 99 Pronounce a sound consciously ^R	<input type="checkbox"/> 108 Consciously call Mom and dad ^R	<input type="checkbox"/> 117 Point out the eyes, ears, mouth, nose and hands	<input type="checkbox"/> 124 Correctly deliver three building blocks to the asked place	<input type="checkbox"/> 134 Answer simple questions
	<input type="checkbox"/> 100 Knows means of "no" ^R	<input type="checkbox"/> 109 Be willing to share something asked	<input type="checkbox"/> 118 Speak 3~5 words ^R	<input type="checkbox"/> 125 Consciously say 10 or more words ^R	<input type="checkbox"/> 135 Speak sentences of 3~5 words ^R
Social behavior	<input type="checkbox"/> 101 Drink water with a cup ^R	<input type="checkbox"/> 110 Actively cooperate to wear clothes ^R	<input type="checkbox"/> 119 Know to take off socks correctly ^R	<input type="checkbox"/> 126 Control to relieve shit and urine during the day without pants peed ^R	<input type="checkbox"/> 136 Freely express personal needs ^R
	<input type="checkbox"/> 102 Take off hat	<input type="checkbox"/> 111 Joint attention ^R		<input type="checkbox"/> 127 Ability to eat with a spoon ^R	<input type="checkbox"/> 137 Play imaginative Game ^R
Project	24 months old	27 months old	30 months old	33 months old	36 months old
Great sport	<input type="checkbox"/> 138 Jump off the ground with both feet	<input type="checkbox"/> 146 Go upstairs by oneself	<input type="checkbox"/> 156 Stand on one foot for 2S or more	<input type="checkbox"/> 165 Standing long jump	<input type="checkbox"/> 174 Jumping with alternating feet
		<input type="checkbox"/> 147 Go downstairs by oneself			
Fine motor	<input type="checkbox"/> 139 Thread the crystal thread through the buttonhole and pull the thread out	<input type="checkbox"/> 148 Imitate to paint vertical lines	<input type="checkbox"/> 157 Wear 3-5 buttons	<input type="checkbox"/> 166 Imitate to draw circle	<input type="checkbox"/> 175 Imitate to draw cross lines
		<input type="checkbox"/> 149 Insert part or all of the zipper head into the zipper lock hole	<input type="checkbox"/> 158 Imitate to build a bridge with building blocks	<input type="checkbox"/> 167 Insert all the zipper head into the zipper lock hole and try to zip up	<input type="checkbox"/> 176 Ability to screw
Adaptive capacity	<input type="checkbox"/> 140 Turn the book page by page	<input type="checkbox"/> 150 Know big and small	<input type="checkbox"/> 159 Know 1 and many	<input type="checkbox"/> 168 Erect 10 building blocks vertically	<input type="checkbox"/> 177 Know the meaning of 3

	<input type="checkbox"/> 141 Put the round building blocks into the inverted template correctly	<input type="checkbox"/> 151 Correctly put the building blocks of different shapes into the corresponding formwork holes	<input type="checkbox"/> 160 Correctly put the building blocks of different shapes into the inverted formwork holes	<input type="checkbox"/> 169 Execute three commands consecutively	<input type="checkbox"/> 178 Know two or more colors
Language	<input type="checkbox"/> 142 Speak two or more sentence of poems or nursery rhymes	<input type="checkbox"/> 152 Speak sentences of 7~10 words	<input type="checkbox"/> 161 Tell the names of 10 or more pictures	<input type="checkbox"/> 170 Tell self-gender correctly	<input type="checkbox"/> 179 Tell the names of 14 or more pictures
	<input type="checkbox"/> 143 Ability to speak out the function of bowl, pen, stool and ball	<input type="checkbox"/> 153 Raise hands or feet according to oral instructions	<input type="checkbox"/> 162 speak out self-name	<input type="checkbox"/> 171 Understand the meaning of inside and outside	<input type="checkbox"/> 180 Speak most pronunciation clearly
Social behavior	<input type="checkbox"/> 144 Spontaneous or imitative say "hello", "goodbye", etc	<input type="checkbox"/> 154 Take off clothes or pants without help ^R	<input type="checkbox"/> 163 Pour water back and forth from two cups without spilling	<input type="checkbox"/> 172 Ability to wear shoes	<input type="checkbox"/> 181 Knows "hungry, cold, tired"
	<input type="checkbox"/> 145 Spontaneously ask "What is this?" ^R	<input type="checkbox"/> 155 Begin to have the concept of right and wrong	<input type="checkbox"/> 164 Correctly answer or point out where the peel should be thrown	<input type="checkbox"/> 173 Ability to unbutton	<input type="checkbox"/> 182 Ability to buckle
Project	42 months old	48 months old	54 months old	60 months old	66 months old
Great sport	<input type="checkbox"/> 183 Go upstairs alternately feet	<input type="checkbox"/> 193 Stand on one foot for 5s independently	<input type="checkbox"/> 203 Stand on one leg for 10 seconds	<input type="checkbox"/> 213 Jump on one leg	<input type="checkbox"/> 222 catch the ball
	<input type="checkbox"/> 184 Jump down the last step of the stairs with feet together	<input type="checkbox"/> 194 Jump down the last step of the stairs with feet together and stand firm	<input type="checkbox"/> 204 Walk forward 2 meters by toe to heel	<input type="checkbox"/> 214 Pedal	<input type="checkbox"/> 223 Walk back 2 meters by toe to heel

Fine movement	<input type="checkbox"/> 185 Build circle and square out of plastic plates	<input type="checkbox"/> 195 Imitate to draw square	<input type="checkbox"/> 205 Fold paper with neat edges	<input type="checkbox"/> 215 Assemble oval according to the picture	<input type="checkbox"/> 224 Can write your own name
	<input type="checkbox"/> 186 Cut a straight line with scissors	<input type="checkbox"/> 196 Assemble screws as shown in picture	<input type="checkbox"/> 206 Grab peanuts with chopsticks	<input type="checkbox"/> 216 Try to cut round	<input type="checkbox"/> 225 Cut smooth round
Adaptability	<input type="checkbox"/> 187 Know the meaning of 5	<input type="checkbox"/> 197 Find out 3 different places in two pictures	<input type="checkbox"/> 207 Similarity	<input type="checkbox"/> 217 Find out differences (5)	<input type="checkbox"/> 226 Stand between trees
	<input type="checkbox"/> 188 Know 4 colors	<input type="checkbox"/> 198 Tell the missing things of pictures (3/6)	<input type="checkbox"/> 208 Fill the vacancy of the picture (4/6)	<input type="checkbox"/> 218 Fill the vacancy of the picture(5/6)	<input type="checkbox"/> 227 Cross cut apple
Language	<input type="checkbox"/> 189 Ability to speak antonyms	<input type="checkbox"/> 199 Retell compound sentences	<input type="checkbox"/> 209 Can wash your mouth	<input type="checkbox"/> 219 What is your last name?	<input type="checkbox"/> 228 Know your zodiac
	<input type="checkbox"/> 190 Tell the shape of the figure (△○□)	<input type="checkbox"/> 200 Know the use of pot, mobile phone and eyes	<input type="checkbox"/> 210 Know numbers	<input type="checkbox"/> 220 Say two kinds of round things	<input type="checkbox"/> 229 Count backwards
Social behavior	<input type="checkbox"/> 191 Ability to wear a coat ^R	<input type="checkbox"/> 201 Ability to play group games ^R	<input type="checkbox"/> 211 Know morning and afternoon	<input type="checkbox"/> 220 Where do you live ?	<input type="checkbox"/> 230 Why do you take the crosswalk?
	<input type="checkbox"/> 192 Know to answer why need to wash hands before eating	<input type="checkbox"/> 202 Ability to distinguish toilets between male and female	<input type="checkbox"/> 212 Count fingers		<input type="checkbox"/> 231 Chickens swim in water
Project	72 months old	78 months old	84 months old		
Great sport	<input type="checkbox"/> 232 Jump continuously with elbows	<input type="checkbox"/> 242 Kick the ball with rope	<input type="checkbox"/> 252 Kick the ball with rope continuously		

	<input type="checkbox"/> 233 Bounce the ball(2)	<input type="checkbox"/> 243 Bounce the ball (5)	<input type="checkbox"/> 253 Pedal alternately	
Fine movement	<input type="checkbox"/> 234 Assemble rectangles	<input type="checkbox"/> 244 Copy hexagon	<input type="checkbox"/> 254 learn to turn over the rope	
	<input type="checkbox"/> 235 Copy combined graphics	<input type="checkbox"/> 245 Try to play slipknot	<input type="checkbox"/> 255 Play slipknot	
Adaptability	<input type="checkbox"/> 236 Find out differences(7)	<input type="checkbox"/> 246 Graphic analogy	<input type="checkbox"/> 256 Digital analogy	
	<input type="checkbox"/> 237 Know the left and right	<input type="checkbox"/> 247 The use of flour	<input type="checkbox"/> 257 What an animal has no feet?	
Language	<input type="checkbox"/> 238 Describe the picture contents	<input type="checkbox"/> 248 Summarize the theme of pictures	<input type="checkbox"/> 258 Why get a vaccination?	
	<input type="checkbox"/> 239 Work, window,apple and banana (2/3)	<input type="checkbox"/> 249 Know the clock	<input type="checkbox"/> 259 The common points of sweaters, pants and shoes	
Social behavior	<input type="checkbox"/> 240 What are the four seasons in a year?	<input type="checkbox"/> 250 Know the day of the week	<input type="checkbox"/> 260 Emergency calls	
	<input type="checkbox"/> 241 Recognize the logo	<input type="checkbox"/> 251 Read in the rain	<input type="checkbox"/> 261 Owls catch mice	
Note 1: the test item marked r indicates that the performance of the item can be obtained by asking parents.				
Note 2: the test item marked * indicates that attention needs to be payed if the item fails to pass.				
Note 3: specification of the bed for survey: 140cm long, 77cm wide, 143cm high and 63cm high. Note 4: specification of the table for survey: 120cm long, 60cm wide, 75cm high, and the desktop color is dark green.				
Note 5: specification of stair for survey: upper platform: a platform composed of two opposite ladders,50cm (length) ×60cm (width) ×50cm (height) (height from the ground). Base full ladder: the length is 150cm(the length of single ladder base: 75cm). Each step surface:60cm (length) ×25cm (width×17cm (height)), 3 steps in total. Unilateral handrail: the length is 90cm and the diameter is 2.5cm. Calculate from the ladder surface, the length of handrail is 40cm and the diameter is 2.5cm.				

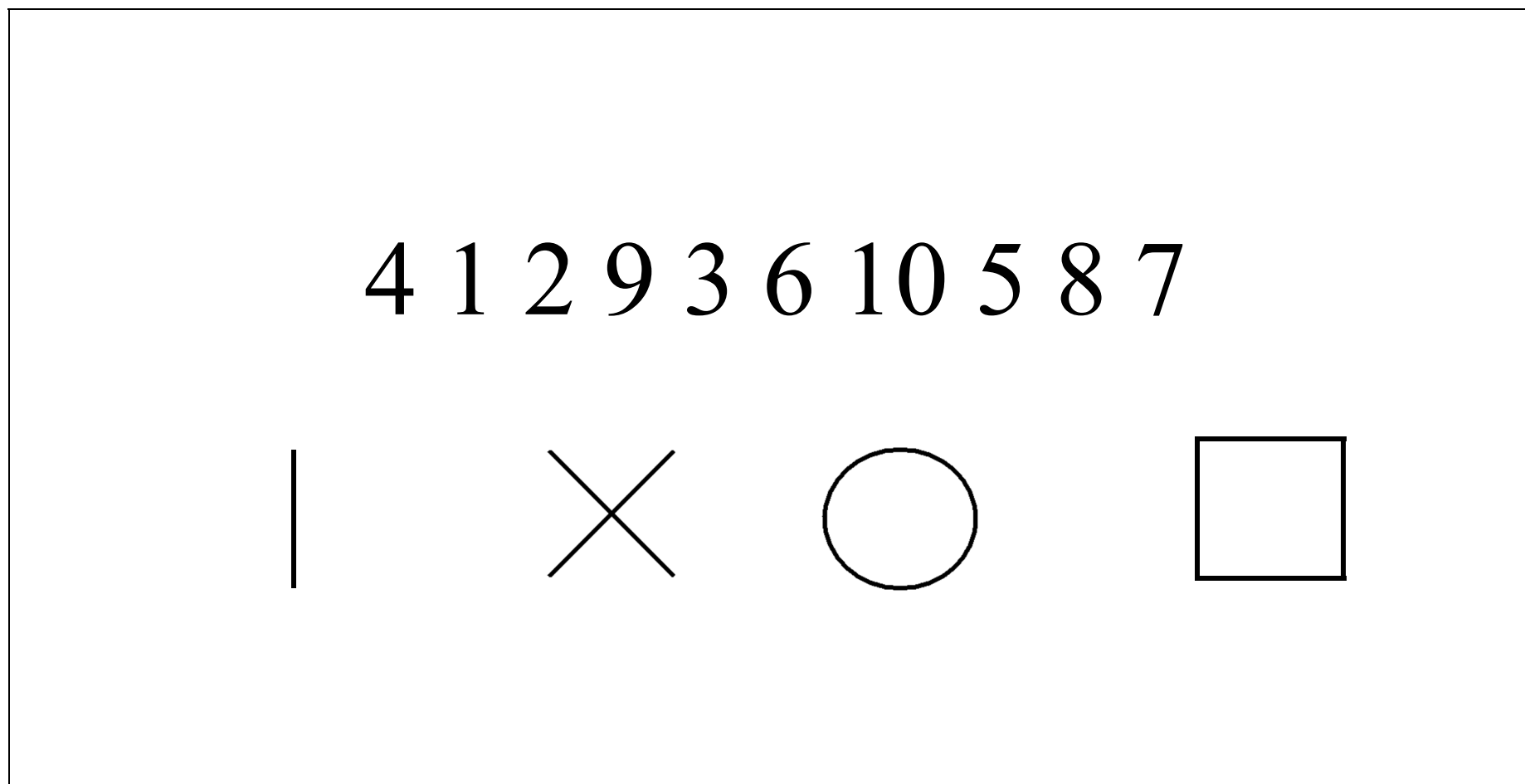


Figure S.1 The Developmental Behavior Assessment Scale for Children from 0–6 Years (Child Mental Scale-II) Digital Recognition and Imitation Drawing Survey

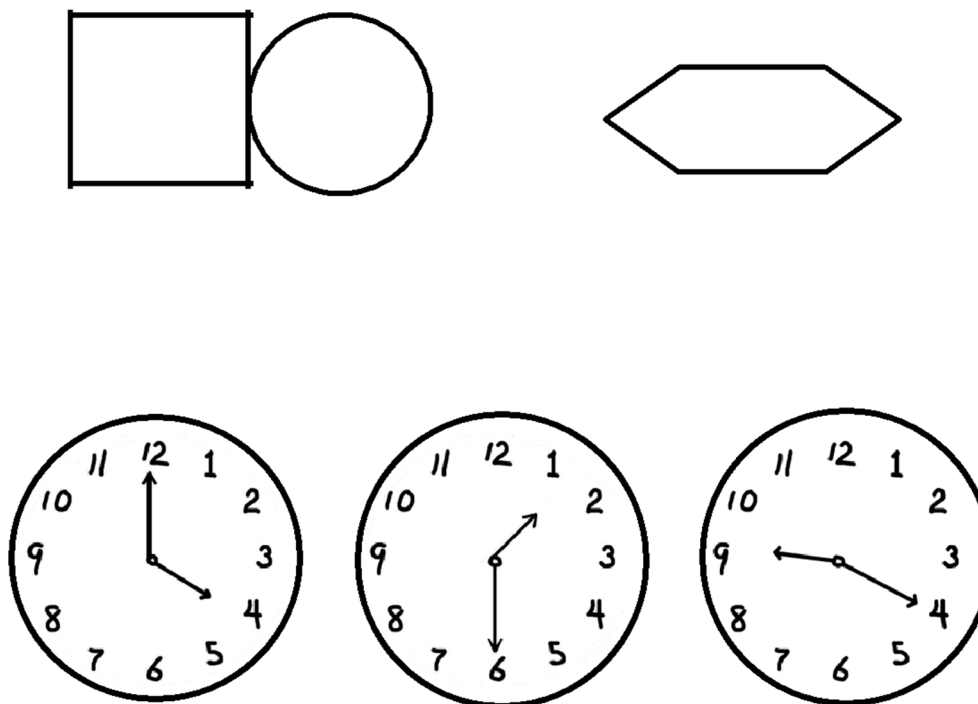


Figure S.2 The Developmental Behavior Assessment Scale for Children from 0–6 Years (Child Mental Scale-II) Copying graphs and knowing the clocks and watches

Table S.2 Basic information and result records of the Developmental Behavior Assessment Scale for Children
from 0–6 Years (Child Mental Scale-II)

Name		Sex		Nation
Date of test				
Date of birth				
exact age				
Project	Mental age (months)		Development quotient (DQ)	
Gross motor				
Fine movement				
Adaptability				
Language				
Social behavior				

Tester:

Supplementary Materials B

Developmental Behavior Assessment Scale for Children from 0–6 Years (Child Mental Scale-II)

operation method and test pass requirements

(ellipsis)