



Child field descriptions

It is strongly recommended that you discuss the accessibility requirements of the children who will be participating in the Preschool Outcomes Measure National Applied Trial with the teachers and educators who know them best. Note that the Preschool Outcomes Measure National Tool will assign tiles to children appropriately based on the accessibility needs identified by you when filling in these fields.

Family name	Child's family name. Spaces are allowed.
Given name	Child's given name(s). Spaces are allowed.
Middle names (optional)	Child's middle names. Spaces are allowed. This field is optional and can be left blank.
Username	A unique combination of letters, numbers, hyphens and underscores. Can be an email address or child ID. Must not contain apostrophes (') or spaces.
Password	8 or more of any combination of numbers, letters and symbols. Leave blank to create random password. Password can be the same for all children.
Date of birth (DD-MM-YYYY)	In the format DD-MM-YYYY or DD/MM/YYYY, the year must be 4 digits.
Gender	'Male' or 'Female' or 'Other'.
Tags (optional)	Separate tag names with a comma (,). The tags in your file must match the tags in your account. Tags are optional, and the column can be left blank if not being used.
Unique ID (optional)	Unique Child ID. This field is optional and can be left blank.
Aboriginal or Torres Strait Islander origin	'Yes' or 'No' or 'Information not available'. Indigenous status.
English as home language	'Yes' or 'No' or 'Information not available'. Is English the primary language spoken at home?
Length of time at service	'Less than 3 months' or '3-6 months' or '6-12 months' or 'More than 12 months'. How long has the child been in this preschool setting (e.g. room or group)?
Non-English speaking	'Yes' or 'No'. The child understands up to about 20 English words but may use no or a few English words. They require English tasks that are easy to understand and don't need to answer by speaking English. They require contextual cues for understanding (e.g. pictures and gestures).
Global developmental delay	'Yes' or 'No'. A diagnosis used for children who exhibit delays in achieving expected developmental milestones in two or more developmental domains (e.g., cognitive, motor, speech and language, social, daily living). Children require substantial support to communicate and engage in daily activities such as visual, gestural, model and guided supports.
Developmental concern	'Yes' or 'No'. Children who exhibit delays in achieving expected developmental milestones in two or more developmental domains (e.g., cognitive, motor, speech and language, social, daily living). Children require support such as visual, gestural and model prompts to understand language and engage in daily activities.
Speech and language delay	'Yes' or 'No'. Children with speech and language delay will have difficulty understanding language, putting words together in ways that others understand and communicating using speech. Children will require support such as pictures to help them understand language and may need to use other ways to communicate besides speaking such as using pictures and gestures (e.g. pointing).
Complex communication needs	'Yes' or 'No'. Children who have limited to no speech and usually use Augmentative and Alternative Communication systems including high-tech speech generating devices and low-tech devices such as picture communication books.
Blind and low vision	'Yes' or 'No'. Children have a level of vision loss that makes it difficult to perform everyday tasks including a total loss of vision. They require information they can hear and touch or feel (auditory and tactile information).
Physical disability or motor impairment	'Yes' or 'No'. Physical disability/motor impairment encompasses a broad range of physical disabilities that affect a child's ability to move, perform fine motor and everyday tasks. They require alternative access to fine motor tasks such as tapping a screen and may require supports to move, sit or stand.
Deaf using sign	'Yes' or 'No'. Deaf children who have total hearing loss or very little residual hearing and predominantly use sign to communicate who have an interpreter available to assist during the assessment.
Deaf or hard of hearing (auditory-oral)	'Yes' or 'No'. Children who are deaf or hard of hearing and primarily using assistive devices and residual hearing and speech to communicate.
Interpretation required	'Yes' or 'No'. An adult who is fluent in English and the child's home language, including Aboriginal English and Auslan is available to interpret and can interpret the assessment tasks while the assessment is being conducted.