

Tests used in the SafeBoosC-III follow up study

In the SafeBoosC-III follow-up study, various neurodevelopmental tests are utilized to assess different aspects of child development. Routine follow-up practices can vary significantly from site to site within the study. This variation means that the types of assessments used, the timing of these assessments, and the methods for interpreting results might differ across locations. Despite these differences, cognitive assessments remain a key component in comparing developmental outcomes. By focusing on cognitive abilities, the study aims to identify potential developmental delays or differences that could be linked to various factors, providing a standardized approach to understanding cognitive development. Therefore, when comparing neurodevelopmental outcomes in the SafeBoosC-III follow-up study, it is essential to consider whether a test is a cognitive assessment. The following table describes all tests used in the SafeBoosC-III study and which are considered cognitive assessments (highlighted in green) and therefore can be used for the co-primary outcome death or moderate-to-severe neurodevelopmental disability.

Test Name	Description	Scoring	Cognitive Assessment?	Number of children assessed
CBCL 1.5-5y	The Child Behavior Checklist for Ages 1.5-5 Years is a parent-report questionnaire assessing behavioral and emotional problems in young children.	Generates profile scores for various problem and competency areas, compared to normative data.	No, it focuses on behavioral and emotional issues.	
ASQ-24	Parental questionnaire. The Ages & Stages Questionnaires, 24-Month Version, screens developmental milestones in young children at 24 months of age.	Scores are based on caregiver responses and compared to developmental milestones; identifies areas of concern.	Yes, it is a developmental screening tool.	
Bayley-III Gross Motor	Part of the Bayley Scales of Infant and Toddler Development, Third Edition, assesses gross motor skills in infants and toddlers.	Raw scores are converted to standard scores (mean = 100, SD = 15) and percentiles; part of a comprehensive developmental assessment.	No, it is part of a broader developmental assessment.	
Bayley-III Cognitive Score	The Cognitive Scale assesses cognitive abilities such as problem-solving, memory, and learning in infants and toddlers.	Raw scores are converted to standard scores (mean = 100, SD = 15) and percentiles; part of a comprehensive	Yes, it focuses specifically on cognitive abilities.	

		developmental assessment.		
Developmental Profile 3 (DP-3)	Parental questionnaire. A comprehensive assessment tool evaluating physical, adaptive, social-emotional, cognitive, and communication development in children from birth to age 12.	The DP-3 assesses five key developmental domains: Physical, Adaptive, Social-Emotional, Cognitive, and Communication, which are gathered to a DQ with a mean of 100 (SD 15).	Yes, assesses multiple developmental domains, not just cognitive skills.	
Denver Developmental Screening Test II	Primarily clinician. A screening tool used to identify developmental delays by assessing milestones in personal-social, fine motor-adaptive, gross motor, and language areas.	No numeric score. Domains: Personal-Social, Fine Motor-Adaptive, Gross Motor, Language. Tasks are scored as pass, fail, or not attempted; results are compared to normative data to identify potential delays.	Yes, but it is primarily a screening tool.	
Battelle Developmental Inventory: Cognitive	A part of the Battelle Developmental Inventory, it evaluates cognitive skills in young children, focusing on problem-solving and reasoning abilities.	Provides standard scores (mean = 100, SD = 15) and age equivalents, part of a broader developmental assessment.	Yes, it focuses specifically on cognitive abilities.	
CSBD-DP	The Comprehensive Scales for Behavior Development and Personality, evaluates behavioral and personality development in children.	Scoring involves assessing behavior patterns and comparing them to developmental norms.	No, it focuses on behavioral and personality development.	
MCHAT-3	The Modified Checklist for Autism in Toddlers, Version 3, screens for signs of autism spectrum disorder in children between 16 and 30 months.	Provides a score based on caregiver responses; identifies risk for autism spectrum disorder.	No, it is a screening tool for autism risk.	
Brunet-Lézine	A developmental assessment tool that evaluates cognitive, motor, language, and social development in	Provides developmental quotients and age equivalents based on direct testing and	Yes, it includes cognitive development assessments.	

	children from birth to 6 years.	caregiver reports. DQ with mean score of 100 and SD 15.		
Haizea-Llevant	A developmental scale used to assess motor, cognitive, and language skills in children from birth to 6 years old.	Results are used to generate developmental profiles and identify areas needing intervention.	Yes, it includes cognitive development assessments.	
GMFM (Gross Motor Function Measure)	Evaluates gross motor function in children with cerebral palsy or similar conditions; measures movement abilities.	Provides percentage scores representing the extent of gross motor function achieved.	No, it focuses on motor function, not cognitive skills.	
Griffiths-3	The Griffiths III is a comprehensive developmental assessment for children from birth to 8 years, covering multiple developmental domains.	Provides scores for various developmental domains and an overall developmental quotient (mean 100, SD 15)	Yes, it assesses multiple domains, including cognitive skills.	
CFCS (Communication Function Classification System)	Assesses communication abilities in children with cerebral palsy or similar conditions, focusing on how they use communication in daily activities.	Scores categorize communication abilities into different levels based on function.	No, it focuses on communication function, not cognitive skills.	
PDMS-2 (Peabody Developmental Motor Scales, Second Edition)	Measures motor development in children from birth to 5 years old, including fine and gross motor skills.	Provides percentage scores reflecting motor development relative to age norms.	No, it focuses on motor skills, not cognitive skills.	
SOGs (Schedule of Growing Skills)	Clinician screening. A developmental assessment tool for children from birth to 6 years, evaluating skills across various domains including communication and motor skills.	Provides scores for domains: Passive Posture, Active Posture, Locomotor, Manipulative, Visual, Hearing and Language, Speech and Language, Interactive Social and Self-Care Social. No DQ.	It assesses multiple domains, not just cognitive skills.	
Modified Ashworth Scale	Measures muscle spasticity in children with neurological disorders; evaluates the degree of muscle tone.	Scores range from 0 (no spasticity) to 4 (severe spasticity).	No, it assesses muscle tone, not cognitive skills.	

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