

Some Items examples of the ALSOLIFE Assessment

There are six sample items from ALSOLIFE assessment in this material, one per skill-domain (i.e. academic skills, cognitive skills, life skills, living skills, social interaction skills, and social regulation skills). All of the items are available on the ALSOLIFE platform.

Academic skills: tact

Sample Item 1: Can the child accurately say the names of familiar teachers or classmates in the kindergarten?

- a. Fully meeting the requirement (the child can name 15 or more teachers or classmates).
- b. Partially meeting the requirement (the child can name 10 or more teachers or classmates).
- c. Not meeting the requirement.

Instruction for assessors:

Instruction: "Who is this?" "Which teacher is this?"

Props: photos or videos of teachers and classmates.

Test process: In life scenes, or when assessors show videos or photos, observe whether the child can accurately say the names of teachers or classmates. Assessors can ask: "Who is this?" "Which teacher is this?" then observe whether the child can respond correctly.



Figure S1 The screenshot of the instructional video for assessors at Sample Item 1. *The assessor (in black) is showing the pictures of teachers or classmates, then asking the child (in pink) "Who is this?"*

Cognitive skills: sensory perception

Sample Item 2: Can the child pick up out-of-ordinary or unusual things in pictures or life?

- a. Fully meeting the requirement (when presented a picture, the child is able to independently tell out-of-ordinary things in the picture through observation, for at least 10 different scenes).
- b. Partially meeting the requirement (when presented a pair of pictures [one is correct, the other has something unusual], the child can pick the unusual one, for at least 5 different scenes).
- c. Not meeting the requirement.

Instruction for assessors:

Instruction: “Find what’s wrong”, “What’s wrong in the picture?”

Props: Pictures with unusual or out-of-ordinary features.

Test process: Assessors present pictures to the child. There are unusual or out-of-ordinary features in the pictures (such as human faces without noses, square car wheels, houses without windows and doors, etc.), and ask the child: “Find what’s wrong.” Observe whether the child can accurately point out with finger or words.



Figure S2 Some examples of props at Sample Item 2.

Life skills: daily chores

Sample Item 3: Can the child stow away the dishes and clean up the table after meals?

- a. Fully meeting the requirement (the child can independently stow away the tableware, send to the sink, clean up the garbage, throw the garbage, wipe the table, and check for completion).
- b. Partially meeting the requirement (the child can do above things with the verbal prompts of the adults: stow away the tableware, send to the sink, clean up the garbage, throw the garbage, wipe the table, and check for completion).
- c. Not meeting the requirement.

Instruction for assessors:

Props: tableware on the table after dinner.

Test process: After eating, or pretending to eat in a game, observe whether the child can clean up the table, including stowing away tableware to the sink, collecting and throwing away garbage, and wiping the table. Larger plates or leftovers can be handled by adults.

Living skills: exercise capacity

Sample Item 4: Can the child pedal alternately in place?

- a. Fully meeting the requirement (The child is able to pedal 50 times or more at the spot on alternate foot, and keep the upper body stable all the time).
- b. Partially meeting the requirement (The child is able to pedal 10 times or more at the spot on alternate foot).
- c. Not meeting the requirement.

Instruction for assessors:

Test process: The assessor demonstrates the action of alternate pedaling and observes whether the child can alternate pedaling with both feet.



Figure S3 The screenshot of the instructional video for assessors at Sample Item 4. *The assessor (in black) is demonstrating the action of alternate pedaling. The child (in blue) is doing the same action.*

Social regulation skills: classroom behaviors

Sample Item 5: When teacher asks questions, can the child raise his hand to respond?

- a. Fully meeting the requirement (In a group of 10 or more, the teacher asks questions during the class and the child can raise his/her hand to respond).
- b. Partially meeting the requirement (In a group of 10 or more, the teacher asks questions during the class, and the child can raise his/her hand to respond after verbally prompted by the teacher).
- c. Not meeting the requirement.

Instruction for assessors:

Test process: In a group of 10 or more, the teacher asks questions during the class and observes whether the child can raise his/her hand to respond.

Social interaction skills: demonstrating prosocial behavior

Sample Item 6: Can the child spontaneously use words to comfort and help others?

- a. Fully meeting the requirement (the child can spontaneously express his/her care in words and help others)
- b. Partially meeting half of the requirement (the child can use words to show care and help others following the demonstration)
- c. Not meeting the requirement

Instruction for assessors:

Test process: When the child sees someone else being in trouble or feeling down, he or she can verbally express his or her concern or willingness to help. For example, when the child sees someone crying, he or she will say “what’s wrong with you”, “Don’t be sad”, etc.



Figure S4 The screenshot of the instructional video for assessors at Sample Item 6. *The assessor (in black) was building blocks, then the blocks were falling down. The assessor showed her sadness. The child (in pink) is comforting her, and helping her building blocks again.*