

The Early-Childhood-Integrated-Developmental Examination (ECIDE) for 3-8-Year-Old Children

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Objective: To study the developmental milestones achieved during early childhood.

Methods: The Early-Childhood-Integrated-Developmental Examination (ECIDE) incorporates observation of child's behavior under standardized conditions, with separate ratings for MAQ (Mental-Ability Quotient) and MCQ (Motor-Coördination Quotient). Child is scored on (a) behavior, (b) grooming, (c) response to undressing, (d) interest in testing material and surroundings, (e) orientation in space and in time, (f) degree and duration of concentration, (g) distractibility, (h) compliance, (i) fearfulness with apparatus and people, (j) movements, (k) speech, (l) irritability, (m) activity level and (n) ability to interact with peers. Selected segments are given to the NGDS Pilot Project participants, comprising of over 1000 healthy 3-8-year-old boys and girls, representing a national sample*.

Results: Pakistani children, in general, excel in mental ability as compared to their western counterparts. However, their motor coördination, in particular, gait needs to be improved (Fig. 1a-c).



Fig. 1. Observation of gait (a, b) approaching and (c) moving away

Recommendations/Conclusions: ECIDE needs to be developed further with a structured, formal-ordered performance routine based on influence and precedence graphs. Once developed fully and baseline scores established, the test may be useful in evaluating the effectiveness of various teaching and child-upbringing approaches. On a cellular level, the test may provide one of many tools to map synaptic connections formed during a learning process.

Keywords: Child-upbringing approaches • Developmental milestones • Mental-Ability Quotient (MAQ) • Motor-Coördination Quotient (MCQ) • The NGDS Pilot Project

Web address of this document: <https://www.ngds-ku.org/Presentations/ECIDE.pdf>

*It has been considered for a long time for question if a certain piece of paper, consisting of logical as well as rational questions, sufficient to judge, test and recognize a child's hidden potential and abilities by assigning an IQ (Intelligence Quotient) score. Howard Gardner (an American developmental psychologist) concluded in 1983 that the humans possess 9 different types of intelligence, viz. **linguistic intelligence** (ability to think and use words in spoken and written language; *career choices:* authors, hosts, journalists, novelists, poets, public speakers, translators; *real-life examples:* Allama Iqbal, William Shakespeare), **logical-mathematical intelligence** (ability to calculate, hypothesize, perform mathematical operations, quantify; *career choices:* accountants, computer analysts, engineers, mathematicians, statisticians, scientists; *real-life examples:* Albert Einstein, Bill Gates), **interpersonal intelligence** (ability to comprehend and communicate efficiently and effectively with other through verbal and non-verbal communication; *career choices:* counselors, diplomats, social workers, supervisors, team leaders; *real-life examples:* Princess Diana, Quaid-é-Azam Mohammed Ali Jinnah), **intrapersonal intelligence** (ability to understand oneself and one's ideas and feelings as well as to apply that knowledge to plan and direct one's life; *career choices:* counselors, entrepreneurs, philosophers, psychologists; *real-life example:* Mark Zuckerberg, problem solver, who is renowned for tolerance and calmness under pressure — kept a public persona, which conveys his reflective and intuitive personality), **spatial intelligence** (ability to think in 3-D, with core abilities like mind-mapping, spatial reasoning, vivid imagination, creative and artistic talents; *career choices:* airline pilots, artists, fashion designers, graphic designers, photographers; *real-life example:* Marium Mukhtar Shaheed, the first Pakistani fighter pilot to sacrifice her life in the line of duty — possessed strong visual memory with a keen sense of direction, distance and movement), **musical intelligence** (ability to distinguish between pitch, rhythm, timber and tone; *career choices:* choral directors, composers, musicians, singers; *real-life example:* Atif Aslam, singer, song writer, composer and actor — renowned for vocal belting technique), **naturalist intelligence** (ability to distinguish between living things, plants and animals, as well as sensitivity to other aspects of the natural world, clouds, land, rock, configurations; *career choices:* archaeologists, biologists, botanists, environmentalists, forensic experts; *real-life example:* Charles Robert Darwin, an English biologist, geologist and naturalist — prime contribution in evolutionary biology), **kinesthetic intelligence** (ability to learn through movements and experiments; *career choices:* actors/actresses, athletes, dancers, fitness trainers; *real-life examples:* Mohammed Ali, a professional boxer and an activist — one of the most important sport figures of the 20th century, Nadia Elena Comănescu, Romanian gymnast — the first one to score a perfect 10 in Olympics) and, finally, **existential intelligence** (ability to comprehend and address deeper or broader concerns regarding human existence and spiritual knowledge; *career choices:* philosophers, public speakers, religious scholars; *real-life examples:* Buddha, Stephen Convey, Socrates — able to clarify, interpret and present difficult-to-process concepts regarding human life and its existence)