



Training Manual

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This manual was prepared by the cDMAT Core Group sub-committee, whose members represent these organisations:



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1 Introduction

The Cambodian Developmental Milestone Assessment Tool (cDMAT) is a specific tool developed to assess developmental milestones in Cambodian children. The tool was designed to be culturally and environmentally relevant to Cambodian children. The CB-DMAT is a 'community-based' version of the cDMAT. The ongoing development of these two tools is managed by the cDMAT Core Group, which comprises local professionals and international experts with experience in childhood development. For more information on the cDMAT and CB-DMAT, visit their website at www.cdmat.org.

2 Purpose and scope

A training manual ensures that all members of the cDMAT Core Group receive consistent guidelines on how to train others, thereby maintaining a consistent level of knowledge and skills across the group and those they train.

This manual establishes the minimum criteria for training others using the cDMAT and CB-DMAT. The manual is intended for the members of the cDMAT Core Group.

3 Tool characteristics

The cDMAT evaluates early childhood development in Cambodian children. It is based on the Denver Developmental Screening Tool (DDST II) but is tailored to be culturally and environmentally appropriate for Cambodia. The cDMAT includes 129 age-normed developmental milestones across four domains (personal-social (SO), language (LA), fine motor (FM), and gross motor (GM)) and aims to detect developmental delays and disabilities early.

The CB-DMAT is a streamlined version of the full-form cDMAT designed for community use. It evaluates four specific developmental skills (one per domain) that Khmer children of a certain age are expected to perform at the 75th percentile (p75). The CB-DMAT is quicker to administer than the full cDMAT and is intended to be used in various community settings like health centres, preschools, and homes to screen for developmental delays in children aged 3 months to 6 years.

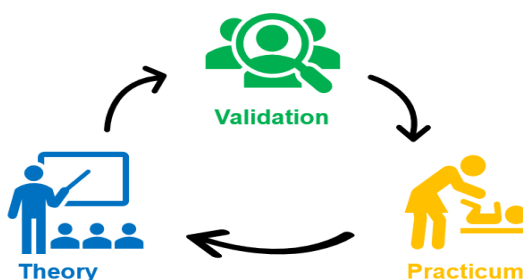
Both tools can be used during routine childhood check-ups and when a child is suspected of having an impairment or developmental delay. The tools' purpose of use, assessment time, and intended users are summarised in Table 1.

Table 1: Characteristics of cDMAT and CB-DMAT

Parameters	cDMAT	CB-DMAT
Purpose of tool	Full assessment of the child's development milestones.	A brief screening tool used for referring for a full evaluation with cDMAT
Assessment time	30–45 minutes	5-10 minutes
Users of tool	Paediatric professionals: <ul style="list-style-type: none"> • Doctors, • Physiotherapists (PT) • Development specialists • Nurses 	<ul style="list-style-type: none"> • Childcare providers • Early childhood educators • Health Centre • Parents • Primary school teachers

4 Training components

The training on using the cDMAT or CB-DMAT is divided into theory, practicum, and evaluation. The three components can overlap and be integrated depending on the training set, the trainees' understanding of the assessment tools, and the milestones being trained.



4.1 Theoretical component

The theoretical component lays the foundation for understanding childhood development. This component covers key concepts, theories, and research findings (where applicable) related to children's respective milestone domains (SO, LA, FM or GM). This phase often includes lectures, readings, and interactive discussions, where the trainers teach the trainees the principles and practices that guide the use of the cDMAT or CB-DMAT.

4.2 Practicum component

The practicum component provides hands-on experience and practical application of the concepts learned during the theoretical phase. Trainees engage in supervised practice sessions where they must work directly with several children of different ages and abilities, utilising various items from

the cDMAT toolkit (see Section 6) and techniques. This component emphasises real-world application, allowing trainees to observe children's behaviour, implement activities, and adjust their approaches based on each trainee's needs.

4.3 Validation component

The validation component of the training focuses on assessing the trainees' understanding and proficiency in using the cDMAT and CB-DMAT. The evaluation component has ongoing and final assessments to check what the trainees have learned and the skills they picked up during the training (e.g., theoretical and practicum). The ongoing evaluations include continuous feedback and self-assessment exercises throughout the program. The final assessments consist of practical demonstrations and case study analyses (e.g. when assessing milestones where parental reporting is acceptable). The goal of the validation component is to ensure that the trainees have achieved the competencies and are prepared to use the cDMAT or CB-DMAT correctly and independently.

5 Training criteria and models

The primary goal is to ensure that the usage training for cDMAT and CB-DMAT meets the specific minimum requirements established by the Core Group. Recognising that trainers come from different organisations, it is acknowledged that their approaches may vary. As a result, some organisations will tailor (adjust) their training programs to suit their unique needs and, more importantly, the needs of their trainees. However, the tools must be used consistently and correctly as performing the milestone activities incorrectly or using the wrong items during the activities means the results will not be valid.

The training approach for the full cDMAT differs from that of CB-DMAT. Specifically, the cDMAT includes 129 milestones, while the CB-DMAT comprises 40 items, requiring the training to be tailored according to trainers' backgrounds, trainees, duration, and setting.

During training, the parents must consent (verbally or in writing) before assessing their children's milestones.

The trainees must be trained and allowed to be validated for all 129. As such, the training program can vary depending on the trainees' previous knowledge and experience in child development. The ideal setting for practising using the tools is the child's environment, such as home, school or the community. However, it is also recognised that having access to children for/during training is only sometimes possible. Sometimes, a clinical setting like an outpatient clinic where the children seek

healthcare services has been used to train the cDMAT. Table 2 provides examples of training models on the cDMAT and CB-DMAT.

Table 2: Training criteria for cDMAT and CB-DMAT

Parameters	cDMAT		CB-DMAT
	5-Day	10-Day	5-Day
Length of training	5-Day	10-Day	5-Day
Number of trainees	1–5	6–10	3–5
Number of trainers	2–3	3–5	1–3
Background of trainees	Healthcare professionals with extensive childhood development experience and background, such as doctors, nurses, PT, and development specialists		Childcare providers, early childhood educators, Health Centre staff, parents and primary school teachers
Setting and children	Outpatient clinics and institutions with classrooms and easy access to children		Home, day care centres, school
Materials	cDMAT instruction manual cDMAT full-form (Kh or Eng) cDMAT kit		CB-DMAT instruction manual CB-DMAT form p75 (Kh or Eng) CB-DMAT kit

6 Training materials

6.1 Training forms

To ensure consistency, it is crucial to use the training materials approved by the cDMAT Core Group and the specifications stipulated in this manual. These materials are periodically reviewed and updated by the Core Group. All trainers must use the latest version of the documents on the cDMAT website (www.cdmat.org). These are:

- cDMAT Instruction (English and Khmer)
- cDMAT form (English and Khmer)
- CB-DMAT p75 Instruction (English and Khmer)
- CB-DMAT p75 form (English and Khmer)

6.2 cDMAT kit

The cDMAT kit contains props designed for use in training and assessment. This kit can be obtained by contacting the cDMAT Core Group via the website www.cdmat.org or email at cdmatcoregroup@gmail.com.