



# Q1- MICRO QUESTIONNAIRE

## MICRO QUESTIONNAIRE: YOU AND YOUR CHILD

### Introduction

Children grow and develop very fast. It is not always easy to know whether or not they are developing typically and meeting developmental milestones.

As the parent of a child who is between the ages of 6 and 12 years, you might be worried about a certain behavior that your child is displaying -- only to find out that this type of behavior is typical for a child who is the same age as your child.

On the other hand, you might feel that a particular behavior that did not concern you at a previous time is now a problem and should be addressed right away, either by yourself or by a professional.

If you do worry about your child's development, the following questionnaire will help you pinpoint where these concerns about your child lie. It will also guide you to the appropriate professionals and/or agencies that you should contact.

## Section description

This questionnaire contains information about possible concerns about your child's overall development between the ages of 6 and 12 years old. This questionnaire is for you to fill out, and to share it with someone of your trust. Because it is a pdf document, it must be printed and only you will know the responses to it. There is no risk for someone else looking at this questionnaire.

We advise you to start with this set of questions. They will help you find out if you need to find out more about specific information about worries or concerns about your child's development.

Please note that this questionnaire is NOT a test of your child's abilities. It is only meant to be used as a guide that will help you determine whether or not your child is developing typically.

This questionnaire does not replace professionals such as child psychologists, physiotherapists, occupational therapists, speech and language pathologists, early childhood teachers or physicians. If you are concerned about your child's development, we advise you to seek professional help as soon as possible. This website provides you with different agencies and resources where you can go for help in your community.

## Section instructions

- This section contains general statements about different aspects of your child development that may be of your concern.
- For example, you may find that you are very concerned about some aspects of your child development in one area such as motor skills. At the same time you may have a little bit of (or slight) concern for your child's language skills, and that you have no concerns about your child's emotional development.
- Please check one of the boxes for each item. As you go through this section, check all the items that are relevant for you.

## SECTION A. MOTOR: END OF KINDERGARTEN

### Section description

- The following questions relate to your child’s motor skills. The skills are in sequential order; for example the item that describes “running” is listed earlier on in the list than “jumping”.
- In this section, there is specific information about your child’s motor skills, that is, your child’s ability to use his/her hands, move around and be as independent as his/her age permits.

### Section instructions

- Please indicate how much you agree to each of these statements by checking one of the boxes for each question:

## SECTION A1. MOTOR: FINE: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
1. Hold a pencil correctly (that is, using the tripod position)						
2. Cut simple shapes with scissors (for example, a circle)						
3. Copy words and/or letters with ease						
4. Write words that can be read by someone else						
5. Hold a paint brush properly (that is, using the tripod position)						
6. Stay within the lines of whatever figure he/she is coloring						
7. Have good posture when writing						
8. Play (for example, building three dimensional structures) with leggos, blocks, boxes and containers						
9. Play with play dough or clay						
10. Button large buttons						
11. Fasten snaps						

## SECTION A2. MOTOR: GROSS: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
12. Seem to be coordinated when he/she walks						
13. Run well						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
14. Avoid obstacles while running						
15. Hop forward						
16. Jump						
17. Skip						
18. Kick a big ball						
19. Catch a big ball						
20. Throw a big ball						
21. Ride a bicycle with training wheels						
22. Seem to have a lot of energy						

## SECTION B. SOCIAL/EMOTIONAL: END OF KINDERGARTEN

### Section description

- The following statements relate to your child’s social and emotional skills.
- In the social skills section, there is specific information about your child’s social skills, that is, the way your child relates to others and interacts with them in socially acceptable ways.
- In the emotional skills section, there is specific information about your child’s emotional skills, for example, how your child expresses his/her feelings.
- In the warning signs/red flags section, there is specific information about behaviours that might be of specific concern, for example, statements about hitting or biting that occur frequently or on a regular basis.

### Section Instructions

- Please indicate how much you agree to each of these statements by checking one of the boxes for each item

## SECTION B1: SOCIAL AND EMOTIONAL: SOCIAL DEVELOPMENT

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
23. Get along with siblings						
24. Get along with peers at school						
25. Get along with peers outside school						
26. Know how to negotiate when disagreeing with someone						
27. Wait for his/her turn						
28. Ask for assistance, when needed						

## SECTION B2: SOCIAL AND EMOTIONAL: EMOTIONAL DEVELOPMENT

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
29. Say positive things about him/herself						
30. Seem to be able to pay attention						
31. Seem to be able to calm down, on his/her own						
32. Cope with difficult situations						
33. Recognize and/or label his/her feelings						
34. Try hard and tends to give up easily						
35. Rely on him/herself and seems quite dependent on others						
36. Do well if there is a change in his/her routine						
37. Ask for help, even when he/she needs it						

## SECTION B3. SOCIAL/EMOTIONAL: WARNING SIGNS/RED FLAGS: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
38. Is very withdrawn						
39. Is extremely shy (for example, really struggles with social situations)						
40. Hits/kicks/bites others						
41. Does not seem to have friends						
42. Destroys property						
43. Gets upset very easily						
44. Is always "on the go"						
45. Does not like taking turns						
46. Does not like sharing						
47. Seems to be tired all the time						
48. Fidgets a lot (seems a bit rigid when sitting)						
49. Appears to be quite clumsy						
50. Is being bullied by someone at school						
51. Is equally friendly with people he/she knows as with people he/she does not know						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
52. Does not look me in the eye						
53. Acts out when in public						
54. Harms him/herself (for example, scratches, bites self...)						
55. Worries easily						
56. Puts too much food in his mouth						
57. Eats things that are NOT food						

## SECTION C. INTELLECTUAL/COGNITIVE: END OF KINDERGARTEN

### Section description

- The following questions relate to your child’s intellectual/cognitive skills.
- This section contains information about how your child deals with the world around him/her, how well he/she is able to solve problems and how well he/she is able to recognize and express basic information such as colors and shapes.

### Section instructions

- Please indicate how much you agree to each of these statements by checking one of the boxes for each question:

**I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not**

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
58. Pretend that object is something else (for example a pencil is a comb)						
59. Pretend that he/she is someone else (for example an animal)						
60. Understand the difference between today, tomorrow and yesterday						
61. Tell which event happened first in a sequence						
62. Retell basic parts of a story						
63. Invent a story						
64. Understand spatial concepts (for example, under/over, behind/in front of...)						
65. Understand qualitative concepts (for example, big/small, tall/short...)						
66. Understand quantitative concepts (for example, a lot, a little, all, none...)						
67. Know most colors						
68. Know most shapes (for example, circle, triangle...)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
69. Start to recognize simple pattern and continue it (for example, blue, red, blue, red OR banana, apple, banana, apple)						
70. Start to sort items, based on two characteristics (for example, putting the blue triangles away or green apples away)						
71. Tell his/her own age						
72. Tell which of two groups has “more”						
73. Count to 20						
74. Start to add simple items (for example, if I have 2 and you give me 1, I will have 3)						
75. Start to subtract simple items (for example, if I have 3 and you take one, I will have 2)						
76. Imitate complex actions (for example, Daddy shaving or Mommy brushing her hair)						

## SECTION D. LITERACY: END OF KINDERGARTEN

### Section description

- The following questions relate to your child’s academic skills.
- This section contains information about your child’s ability to perform basic skills that are related to academic development.

### Section instructions

- Please indicate how much you agree to each of these statements by checking one of the boxes for each question:

## SECTION D1. LITERACY: READING: END OF KINDERGARTEN

**I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not**

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
77. Remember the sounds and names of letters						
78. Blend sounds into words (for example, m-a-n makes man...)						
79. Recognize most capital letters						
80. Recognize most lower case letters						
81. Understand that letters represent specific sounds or sound patterns						
82. Tell which two of three words rhyme (for example, which two words rhyme: man, hat, can)						
83. Generate words that rhyme (for example, man rhymes with fan)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
84. Tell which two of three words start with the same sound (for example, which two start with the same sound: car, cat, bar)						
85. Generate words that start with the same sound (for example, can starts with the same sound as car)						
86. Create alliteration sentences (for example, ten toys tend to tip towards the tower)						
87. Enjoy rhyming games (for example, pool, drool, stool)						
88. Enjoy alliteration games (for example, ten toys tend to tip towards the tower)						
89. Count syllables in simple sentences by clapping his/her hands (for example, three claps for tor-na-do)						
90. Identify the initial sound in a word (for example, the first sound in "car" is "k")						
91. Delete part of a compound word (for example, "cow boy" without the "boy" is "cow")						
92. Begin to substitute phonemes to create a new word (for example, change the "b" in bake to "c" to create "cake")						
93. Know which of three words does not rhyme with the others (for example, fly does not rhyme with bake and take)						
94. Know which of three words does not start with the same sound as the others (for example, toy does not start with the same sound as boy and bake)						
95. Understand that print and pictures are different						
96. Show interest in stories being read to him/her						
97. Retell basic parts of a story						
98. Invent a story						
99. "Fingerpoint" read (that is, follow the words with his/her finger, when pretending to read)						
100. Pretend to be reading by holding a book or a newspaper						
101. Have basic knowledge about print (for example, print has a certain directionality: left/right and up/down)						
102. Recognize his/her name in print						

## SECTION D2. LITERACY: WRITING: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
103. Space letters properly (for example, letters are not too close or too far away from each other)						
104. Space words properly (for example, words are not too close or too far away from each other)						
105. Copy his/her name						



	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
106. Copy simple words or letters						
107. Use correct orientation with letters that look the same (for example, uses b for d)						
108. Mind erasing what he/she has written, over and over again						
109. Hold the paper properly, when writing (and instead holds it at a strange angle)						

### SECTION D3. LITERACY: MATH: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
110. Count to 100						
111. Count backward from 5 to 1 (for example, 5,4,3,2,1)						
112. Understand that some items cost more than others (for example, a car costs more than a candy bar)						
113. Understand that the last number in a counting sequence represents all the numbers in that sequence for example, if I count 15 apples, then there are 15 apples present)						
114. Understand the concept of zero (for example, if I add zero apple to what I have, I will end up with the same number of apples)						
115. Understand concepts like a lot, a few, all and none (for example, he has a lot of toys but I only have a few)						

### SECTION E. LANGUAGE: END OF KINDERGARTEN

#### Section description

- The following statements refer to your child’s language and communication skills.
- This section is sub-divided into 4 mini-sections: receptive language, expressive language, articulation and pragmatics
- Please indicate how much you agree to each of these statements by checking one of the boxes for each item.

### SECTION E1. LANGUAGE: EXPRESSIVE: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
116. Talk about his/her experiences, in detail (for example, what did you do in school today?)						
117. Give clear directions (for example, you have to put the puzzle piece in this space)						
118. Speak in long and complex sentences						
119. Correctly name common objects						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
120. Easily learn names of new people and new places						
121. Tell a story						
122. Invent a simple story						
123. Recall events in sequence (for example, what happened first, what happened next, what happened last)						
124. Sing along with others						
125. Ask questions that begin with “who” (for example, who is this?)						
126. Ask questions that begin with “why” (for example, why can’t I go to the park?)						
127. Ask questions that begin with “when” (for example, when’s dinner?)						
128. Use pronouns (for example, I did this)						
129. Use possessives (for example, this is Daddy’s car)						
130. Use the regular past tense (for example, I played with him)						
131. Use the present progressive (for example, he is walking)						

## SECTION E2. LANGUAGE: RECEPTIVE: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
132. Follow directions that he/she heard a few minutes earlier (for example, when you are done, put it where it belongs)						
133. Begin to understand simple non-literal language (for example, it’s raining cats and dogs), if used in his/her culture						
134. Understand instructions unless they are repeated to him/her at least twice						

## SECTION E3. LANGUAGE: PRAGMATIC: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
135. Speak at regular speed (for example, talks too fast or too slow)						
136. Keep a comfortable distance between him/herself and others when talking to them (if expected to do so, in his/her culture)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
137. Initiate conversations with adults						
138. Take turns when talking with others						
139. Talk to people on the phone						
140. Say “please” (if appropriate to do so, in your culture)						

## SECTION E4. LANGUAGE: ARTICULATION: END OF KINDERGARTEN

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
141. Pronounce most sounds properly						
142. Speak clearly enough to be understood by strangers						

## SECTION F. ADAPTIVE/SELF-HELP: END OF KINDERGARTEN

### Section description

- The following section contains information about your child’s self help skills or how he/she takes care of him/herself.
- Please indicate how much you agree to each of these statements by checking one of the boxes for each question:

I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
143. Connect a zipper and zip up						
144. Button large buttons						
145. Hold a spoon and fork (or chopsticks) correctly						
146. Wipe his/her face during or after a meal						
147. Wipe his/her hands during or after a meal						
148. Cover his/her mouth when he/she coughs or sneezes						
149. Pay attention when using sharp objects (for example, scissors)						
150. Pay attention when around hot objects						
151. Know that when in a car, he/she needs to be in a car seat						
152. Look both ways when crossing the street						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
153. Have bowel movements on his/her own (still in diapers) during the day						
154. Control his/her bladder (still in diapers) during the day						
155. Have bowel movements on his/her own (still in diapers) at night						
156. Control his/her bladder (still in diapers) at night						

## SECTION G. SENSORY PROCESSING/SENSORY SENSITIVITY: KINDERGARTEN

### Section description

- The following section contains information about your child's sensory processing skills

### Section instructions

- Please indicate how much you agree to each of these statements by checking one of the boxes for each question:

**I am (very much/somewhat/slightly, not) concerned that my (5-6 year-old) child does not**

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
157. Seem to get enough of being bounced up and down						
158. Seem to get enough of being swung back and forth						
159. Seem to get enough rough and tumble play						
160. Like to be touched or cuddled						
161. Like it when certain fabrics (for example, wool) touch his/her body						
162. Seem to be able to keep his/her hands to him/herself, and keeps touching others						
163. Like to be in crowded places						
164. Seem to hear sometimes						
165. Seem to hear at all, even though his/her hearing has been checked and is ok						
166. Seem to be bothered by extremely loud noises						
167. Tolerate certain common noises, such as noises of vacuum cleaners and hair dryers, or ambulance sirens						
168. Like looking at certain colors, but his/her vision has been checked and is ok						
169. Like looking at certain patterns, but his/her vision has been checked and is ok						
170. Seem to tolerate certain food textures (for example, pureed foods)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
171. Seem to get enough of certain food textures (for example, crunchy foods)						
172. Seem to tolerate certain smells						
173. Like to fingerprint						
174. Like to play with play dough or clay						
175. Like to play with puzzles						
176. Like to play with sand						
177. Like to get messy						
178. Seem very strong and appears to get tired much faster than other children						
179. Seem to be well-coordinated and appear to be stiff most of the time						
180. Seem to watch where he/she is going and appears quite clumsy at times						
181. Know the difference between the left side and right side of his body						
182. Have good desk posture						

## SECTION H: QUESTIONS FOR PROFESSIONALS

- In this section, we have compiled a list of questions that could help voice any concerns you may have about your child's development, to the appropriate professionals (for example, pediatrician, general practitioner, public health nurse...):

### MY CHILD (please tick the statements that apply to your child):

...finds it difficult to communicate his/her needs, through language	
...does not seem to understand what others are telling him/her	
...does not seem to have as many words in his/her vocabulary as other children his/her age	
...does not seem to enjoy (and sometimes resists) playing rhyming games	
...does not seem to enjoy (and sometimes resists) listening to stories	
...does not seem to be curious about print and printed material	
...seems rather clumsy, compared to children his age	
...prefers to play on his/her own	
...does not seem to have many friends	

## SECTION I: AM I FORSTERING MY CHILD'S DEVELOPMENT

- This section contains information that could help you foster your child's development.
- Please tick all statements that apply to you and if most of the following statements apply to you and your home, chances are you are!

### Am I fostering my child's development?

my child has several children's books to "read", or just to look at	
my child has an "alphabet" book	
my child has a "rhyming" book	
my child has magnetic letters and numbers to play with, and stick on the fridge	
my child has blocks with letters and numbers on them	
there is printed material all around our household	
my child has pencils, crayons to write/draw with, and plenty of papers to write/draw on	
I read to my child, on an almost daily basis	
I tell my child bedtime stories, or stories in general, a few times every week	
I point out letters, numbers and logos to my child, when in the car or out in the neighborhood	
I often display my child's art work around the house, where he/she can see it (very important for your child's self esteem)	
I teach my child new words every week	
I play rhyming games with my child every week	