



Q2- MICRO QUESTIONNAIRE

MICRO QUESTIONNAIRE: YOU AND YOUR CHILD 6-8

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: SIX TO EIGHT YEARS OF AGE

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 “hopping on one foot”.
- 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: SIX TO EIGHT YEARS

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
1. Hold a pencil correctly						
2. Write legibly						
3. Copy words and/or letters with ease						
4. Type several words on the computer keyboard (if applicable)						
5. Stay inside the line when coloring						
6. Copy complex shapes (for example, star)						
7. Cut complex shapes with scissors (for example, star)						
8. Tie his/her shoes						
9. Tie a knot						
10. Tie a secure bow						
11. Know left from right						
12. Have good posture when writing						

SECTION A2. MOTOR: GROSS: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
13. Jump rope						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
14. Ride a bike without training wheels (if applicable)						
15. Run smoothly						
16. Modify his speed and direction when running, as needed						
17. Skip						
18. Combine motor movements (for example, run and kick a ball at the same time)						
19. Perform complex actions (for example, cartwheels)						
20. Hop on one foot, with ease						

SECTION B. SOCIAL AND EMOTIONAL: SOCIAL: SIX TO EIGHT YEARS OF AGE

Section description

- The following statements relate to your child's social and emotional skills.

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 DEVELOPMENT

Social Skills - description

- In this 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.
- Please note that items in this section contain statements that apply to children with ages ranging between 6 AND 8 years old.

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
21. Enjoy engaging in many activities and instead insists on only playing one or two games, most of the time						
22. Enjoy playing simple board games (for example, candy land)						
23. Enjoy playing simple card games (for example, crazy eights)						
24. Share with others, even when asked						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
25. Take turns, even when asked						
26. Cooperate with others, even when asked						
27. Have a best friend						
28. Understand that what he/she likes is not necessarily what others like						
29. Respect others' right to privacy						
30. Understand personal space						
31. Ask for permission before using something that does not belong to him/her						
32. Enjoy the company of other children						
33. Seem interested in making friends						
34. Behave properly when in public places						
35. Share ideas and thoughts with others at home						
36. Share ideas and thoughts with others in the classroom (if appropriate to do so in his/her culture)						
37. Contribute to classroom discussions (if appropriate to do so in his/her culture)						

SECTION B2. SOCIAL AND EMOTIONAL: EMOTIONAL: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
38. Show the same level of emotions as others around him/her						
39. Recognize his/her emotions						
40. Recognize others' emotions						
41. Regulate his/her own emotions						
42. Show pride in his/her achievements (if appropriate to do so, in own culture)						
43. Enjoy trying new things						
44. Rely on important adults in his/her life						
45. Like to get feedback from adults/teachers						
46. Like to get feedback from peers						

SECTION C. COGNITIVE: SIX TO EIGHT YEARS OF AGE

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.

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 (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
47. Follow directions, unless I give him/her very specific details						
48. Seem eager to learn new skills, and in fact, avoids them						
49. Engage in high level reasoning activities (for example, can we get through if there is a blizzard?)						
50. Come up with new ideas to solve problems						
51. Predict “what will happen next” in a simple story or situation						
52. Like to draw						
53. Like to paint						
54. Know what day of the week it is						
55. Tell time, using a digital clock or watch						
56. Explain what we use certain objects for (for example, we use a spoon to eat)						
57. Answer “what would happen if” questions (for example, what would happen if you forgot your homework at home?)						
58. Use two or more shapes to create something (for example, use a triangle and a square to create a house)						
59. Find simple shapes hidden in pictures (for example, finding a circle hidden in a picture of the sun)						
60. Name the four seasons						
61. Name the days of the week, in order						
62. Name the months of the year, in order						
63. Know which events usually happen at night (for example, going to sleep)						
64. Know which events usually happen during the day (for example, going to school)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
65. Recognize a complex pattern and continue it (for example, blue triangle, red square, blue triangle, red square...)						
66. Understand part/whole relationships (for example, one slice of pizza is part of a whole pizza)						
67. Understand class inclusion (for example, there are more flowers than daisies, because daisies are part of the flower category)						
68. Put complex events in the right sequence (for example, we brush our teeth and THEN go to bed)						
69. Understand why certain things are different (for example, an apple and a carrot are different because one is a fruit and the other is a vegetable)						
70. Understand why certain things are similar (for example, a bird and plane are similar because they both fly)						
71. Understand complex spatial relations (for example, beside, to the right of...)						
72. Like to conduct simple experiments (for example, what would happen to my mitten if I put it in the freezer?)						
73. Recognize an object by its use (for example, which one do you use to eat?)						
74. Like to imitate others						
75. Seem to understand that others may have a point of view that is different from his/her own						
76. Seem to understand the concept of right and wrong						
77. Complete tasks that he/she has started						
78. Retell events in a meaningful sequence						
79. Use his/her prior knowledge, when trying to solve a new problem (for example, last time when I lost my toy, I found it in the living room, so I better look everywhere, not just in my room, to find my book)						
80. Use self-monitoring strategies when trying to solve a problem (for example, I better remember who I talked to, so I don't ask them twice)						
81. Make predictions about "what is going to happen next" (for example, Joey just put too much syrup on his pancakes, I think he may get sick because of it)						
82. Retell basic parts of a story in a logical sequence						
83. Describe a short goal and how he/she is going to achieve it (for example, I put money in my piggybank every week, so I can buy that video game I want, by Christmas)						

SECTION D. LITERACY

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, that is, his/her ability to read, write and perform basic mathematical operations.

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: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
84. Understand that print and pictures are different						
85. Enjoy reading activities						
86. Understand that books have titles, authors...						
87. Seem to understand what he/she is reading						
88. Identify the main idea in a story						
89. Understand that stories usually have a beginning and an end						
90. Attempt to read unfamiliar words, phonetically						
91. Create a word by adding or removing something from another word (for example, cat becomes hat)						
92. Recognize certain common words by sight (for example, boy, girl, school...)						
93. Understand what phonemes are						
94. Identify rhyming words (for example, pool and drool rhyme but pool and toy do not)						
95. Create rhyming words (for example, snake rhymes with bake)						
96. Create alliterations (for example, ten toys tend to tip toward top)						
97. Identify the initial sound in a word (for example, the first sound in “car” is “k”)						
98. Delete part of a compound word (for example, cowboy without the “boy” is “cow”)						
99. Substitute phonemes to create a new word (for example, change the “b” in bake to “c”, to create “cake”)						
100. Isolate and count syllables in words (for example, babysitter has 4 syllables)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
101. Isolate and count phonemes in words (for example, baby has four phonemes)						
102. Know the difference between letters that are similar (b/d/p/q-m/n/h-k/b-z/s)						
103. Isolate words in a sentence						

SECTION D2. LITERACY: WRITING: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
104. Enjoy art activities						
105. Enjoy writing activities						
106. Print MOST uppercase and lowercase letters by age six						
107. Print ALL uppercase and lowercase letters by age eight						
108. Write his/her full name						
109. Write simple sentences, on his/her own						
110. Write simple correspondence						
111. Write legibly						
112. Write simple reports at school						
113. Use simple punctuation (for example, commas, periods...)						
114. Spell unfamiliar words						
115. Use capital letters at the beginning of a sentence, when writing						
116. Attempt to spell unfamiliar words, phonetically						

SECTION D3. LITERACY: MATH: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
117. Count up to 200						
118. Count up from a number other than 1 or zero (for example, count from 5 to 9)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
119. Count backward from 20						
120. Add simple numbers mentally (for example, knowing that two and two makes four, without using actual objects to count)						
121. Recognize which of five numbers is the smallest						
122. Recognize which of five numbers is the largest						
123. Know which number comes after a certain single-digit number (for example, which number comes after 8)						
124. Know which number comes before a certain single-digit number (for example, which number comes before 8)						
125. Recognize which of two groups has more, less or the same number of items						
126. Understand what “equal numbers” mean						
127. Use ordinal terms (for example, first, second, third...)						
128. Understand the difference between odd and even numbers						
129. Perform simple addition operations						
130. Perform simple subtraction operations						
131. Recognize complex shapes (for example, semi-circles, trapezoids, hexagons...)						

SECTION E. LANGUAGE

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

Section instructions

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

SECTION E1: LANGUAGE: RECEPTIVE: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
132. Have a vocabulary of at least 4000 words						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
133. Follow directions that have four or more parts (for example, go to your room, pick up the game, put it in its box, and take it to the neighbors' house)						
134. Understand simple figurative speech (for example, it's time to hit the road)						
135. Understand the regular plural (for example, boys)						
136. Understand the irregular plural (for example, mice)						
137. Understand the regular past tense (for example, she walked)						
138. Understand the irregular past tense (for example, he ate his food)						

SECTION E2. LANGUAGE: EXPRESSIVE: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
139. Use "if..then" phrases (for example, if you buy me this toy, then I will clean my room)						
140. Explains his/her ideas in more than one way						
141. Give simple directions (for example, you have to put it in here)						
142. Seem to learn new words, every day						
143. Use figurative speech (for example, I am as healthy as a horse)						
144. Use the passive mode (for example, the mouse was chased by the cat)						
145. Ask "what" questions (for example, what's for dinner?)						
146. Ask "where" questions (for example, where is my backpack?)						
147. Ask "when" questions (for example, when is my lunch going to be ready?)						
148. Ask "who" questions (for example, who will take me to school today?)						
149. Ask "how" questions (for example, how do you make cookies?)						
150. Ask "what if" questions (for example, what if you want an apple and there are no apples in the house?)						
151. Use compound sentences (for example, I thought I had it but it turns out I don't)						
152. Use the irregular past tense (for example, I slept well last night)						
153. Use the regular past tense (for example, I walked all the way to the store and back)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
154. Use words to describe people (for example, he is nice, she is tall...)						
155. Use words to describe events (for example, it was great, it was boring...)						
156. Ask questions for clarification (for example, what do you mean?)						
157. Use the regular plural (for example, I like playing games with you)						
158. Use the irregular plural (so far, I've lost two baby teeth)						

SECTION E3. LANGUAGE: PRAGMATICS: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
159. Use correct voice level, depending on the situation (for example, inside versus outside voice)						
160. Stay on topic, when conversing with others (for example, if the discussion is about dinosaurs, does not suddenly start talking about cars)						
161. Change topics, even when the person he/she is conversing with wants to, and instead seems to persevere on what he/she wants to talk about						
162. Wait for his/her turn, when conversing with others and keeps interrupting them						
163. Begin conversations correctly						
164. End conversations correctly						
165. Establish eye contact with people he/she is conversing with (unless not appropriate in his/her culture)						
166. Keep a comfortable distance with others, when conversing with them (unless not appropriate in his/her culture)						

SECTION E4. LANGUAGE: ARTICULATION: SIX TO EIGHT YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
167. Pronounce all letters correctly						
168. Pronounce all letter combinations correctly (e.g. "sh")						

SECTION F. ADAPTIVE: SIX TO EIGHT YEARS OF AGE

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 (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
169. Know what to wear, depending on the weather						
170. Undress on his/her own						
171. Dress on his/her own						
172. Find appropriate public washroom on his/her own						
173. Bathe or shower on his own						
174. Hold a spoon, fork and knife (or chopsticks) correctly						
175. Help with simple food preparation (for example, mixing pancake batter)						
176. Order a simple meal on his/her own in a restaurant						

SECTION G. SENSORY PROCESSING/SENSORY SENSITIVITY: SIX TO EIGHT YEARS OF AGE

Section description

- The following section contains information about your child's sensory processing skills
- 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 (6-8 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
177. Seem to get enough of being bounced up and down						
178. Seem to get enough of being swung back and forth						
179. Seem to get enough rough and tumble play						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
180. Seem to have good balance and often trips or appear clumsy						
181. Like being touched or cuddled						
182. Keep his/her hands to him/herself and is constantly touching others						
183. Like it when certain fabrics (for example, wool) touch his/her body						
184. Seem to hear sometimes						
185. Seem to hear at all, even though his/her hearing is probably ok						
186. Seem to be bothered by extremely loud noises						
187. Tolerate (and is extremely distressed by) certain common noises, such as vacuum cleaners or ambulance sirens						
188. Like looking at certain colors, but his/her vision is probably ok						
189. Like looking at certain patterns, but his/her vision is probably ok						
190. Seem to tolerate certain food textures (for example, pureed foods)						
191. Seem to get enough of certain food textures (for example, crunchy foods)						
192. Seem to tolerate certain smells						
193. Like to finger paint						
194. Like to play with play dough or clay						
195. Like to play with puzzles						
196. Seem to like getting messy						
197. Like to look others in the eye (unless inappropriate in your culture)						
198. Like to engage in gross motor activities (for example, running, jumping...)						
199. Know the difference between the right and left side of his/her body						
200. Like to participate in sports activities						
201. Have good posture when writing						
202. Have good posture when reading						
203. Hold pencils properly, but rather holds them in a too tight or too sluggish manner						
204. Button large and small buttons						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
205. Fasten snaps						
206. Like it when there are changes to his/her routines						
207. Seem to be patient and instead gets easily frustrated						
208. Move to a musical beat						

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	
...my child 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) playing alliteration games	
...does not seem to enjoy (and sometimes resists) playing blending games	
...does not seem to enjoy (and sometimes resists) playing segmentation games	
...does not seem to enjoy (and sometimes resists) listening to stories	
...does not seem to remember some of the details in a story or an event	
...does not seem to remember some of the details in a story or an event	
...does not seem to enjoy (and sometimes resists) retelling a story or an event	
...does not know the difference between print and pictures	
...does not know the difference between letters and numbers	
...does not like (and sometimes resist) writing	
...does not seem to be curious about print and printed material	
...does not seem to understand what others are telling him/her	
...struggles with reading new words	

... struggles with spelling new words	
...seems to struggle with reading	
...seems to struggle with spelling	

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/many books	
There is a lot of printed material in our house	
My child has pencils, crayons to write/draw with, and plenty of papers for writing/drawing	
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 ask my child to tell me stories	
When I ask my child a question, I often ask for details	
I teach my child to recognize certain words, by sight	
My child often watches me read	

I play one or more of these games with my child every week

“rhyming” games (e.g. what rhymes with “book”?) *1	
“same sound” word games (e.g. Susie sat still) *2	
“blending” games (e.g. what does c -a -t make?) *3	
“chunk” games with my child every week (e.g. what sounds do you hear in “cow”?) *4	
“Change sounds” games (e.g. take “t” from “toy” and replace it with “b” to make “boy”) *5	

**1 when the words end with the same sounds: look-book*

**2 these are called “alliteration” games*

**3 blending happens when the child knows that the three sounds (for example, “c-a-t”) stand for a word (e.g. “cat”)*

**4 these are called “segmentation” games because they divide the words into sounds*

**5 these are called “phoneme manipulation” games because they change one sound for another one*