



Q3- MICRO QUESTIONNAIRE

MICRO QUESTIONNAIRE: YOU AND YOUR CHILD 8-10

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 8 and 10 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: EIGHT TO TEN 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 “walking on a balance beam.”
- 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: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
1. Use “real” tools properly						
2. Write in a way that is easily read by others						
3. Hold pens/pencils properly (that is, using the tripod position)						
4. Hold paint brushes and other art utensils properly						
5. Type several sentences on the computer keyboard (if applicable)						
6. Enjoy activities that involve the use of his/her fingers						

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

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
7. Run smoothly						
8. Walk on a balance beam						
9. Engage in practical sports (for example, basketball, soccer, baseball...)						
10. Enjoy sports activities (for example, gym)						
11. Kick and catch a beach ball from nearby						
12. Kick and catch a beach ball from somewhat far away						
13. Kick and catch a small ball from nearby						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
14. Kick and catch a small ball from somewhat far away						
15. Perform somersaults						
16. Perform cartwheels						

SECTION B. SOCIAL AND EMOTIONAL: EIGHT TO TEN YEARS

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 AND EMOTIONAL: SOCIAL: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
17. Enjoy participating in many activities						
18. Enjoy playing somewhat complex board games (for example, Monopoly, Guess Who?)						
19. Enjoy playing somewhat complex card games (like UNO)						
20. Like to engage in competitive games and sports						
21. Enjoy sharing his/her point of view with others						
22. Enjoy listening to others' point of view						
23. Understand personal space						
24. Understand others' right to privacy (for example, at the toilet, when changing clothes)						
25. Understand that what he/she likes is not necessarily what others like						
26. Have a few friends						
27. Seem to have a conscience (for example, does not seem to feel sorry for doing something wrong or hurting others)						
28. Share his/her ideas with others						

SECTION B2. SOCIAL AND EMOTIONAL: EMOTIONAL: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
29. Seem to have impulse control (for example, often acts without thinking)						
30. Seem to care when others criticize him/her						
31. Seem to label his/her feelings properly (for example, "I am feeling sad/mad etc.)						
32. Describe him/herself except in physical characteristics (for example, I am tall)						
33. Regulate his/her emotions well when upset (and instead throws tantrums and fits)						
34. Handle simple conflicts on his/her own, and still relies on adult intervention most of the time						
35. Have a positive self-esteem						

SECTION C. COGNITIVE: EIGHT TO TEN 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 such as telling and retelling a story.

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 (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
36. Solve problems independently (for example, finding something else to wear because what						
37. Make decisions on his/her own						
38. Sit still and listen to someone talking; for example, a speech or lecture in class, for 20 to 30 minutes						
39. Stay on task (and instead has to take several breaks) when working on a short project						
40. Like learning new skills						
41. Seem to be curious about how things move and operate						
42. Seem to apply skills to new situations (for example, not only run, but run towards a target when in a game)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
43. Know the difference between fact and opinion (for example, “ketchup is a condiment”: fact; “I don’t like ketchup”: opinion)						
44. Seem to understand that others may have a point of view that is different from his/her own						
45. Complete tasks he/she has started						
46. Retell certain experiences (for example, what he/she did on a class trip), with detail						
47. Access what he/she has learned previously to solve a new problem (for example, use punctuation signs when writing on his/her diary as well as when copying text)						
48. Monitor his/her progress when attempting to solve a problem (like, “I am almost done;” “I do not understand this”)						
49. Make certain predictions about a future event (for example, we may not have a great time at the zoo, because the weather is not nice)						
50. Know the difference between what is real and what is not (for example, a police man is real, but superman is not)						
51. Summarize what was just said						
52. Understand “class inclusion” principles (for example, there are more flowers than roses)						
53. Ignore distractions when trying to concentrate						

SECTION D. LITERACY: EIGHT TO TEN YEARS

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 reading, writing and math.

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 (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
54. Enjoy reading						
55. Read aloud						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
56. Know how to use the dictionary						
57. Recognize complex patterns and does not continue them (for example, a star, a triangle, a star, a triangle, a star, etc.)						
58. Use strategies to read unknown complex words (for example: to-get-her for together)						
59. Have a large collection of words that he/she recognizes by sight (for example, is, she, before,...)						
60. Retell stories with a certain amount of detail						
61. Identify the main idea in a text						
62. Answer comprehension questions accurately						
63. Predict “what will happen next” in a story or real life situation						
64. Self correct when making minor reading mistakes						

SECTION D2. LITERACY: WRITING: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
65. Enjoy writing						
66. Write legibly (so others can read the written text)						
67. Write complex sentences						
68. Self correct when makes minor spelling mistakes						
69. Use complex punctuation properly (for example, ; “...”, !)						
70. Spell complex words correctly (like “mountain”)						
71. Use strategies to spell unknown words						
72. Use what he knew from before to learn about new ideas and concepts						
73. Write complex paragraphs of 5 or more sentences with only a few mistakes						
74. Write a story using three or more paragraphs						
75. Go over and review his/her work, when done						

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

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
76. Make simple calculations in his/her head and instead relies on his/her fingers to count						
77. Understand terms that involve estimation (for example, about, almost, not quite...)						
78. Tell which number comes after which 3 or 4 digit number (for example, what number comes after 145?)						
79. Solve complex addition problems (for example, $154 + 254 =$) with three digits and carry-over						
80. Solve complex subtraction problems (for example, $132 - 90 =$) with "borrowing"						
81. Solve simple word math problems (for example, if you have 12 pieces of candy, you give 2 to Lucy and Jimmy gives you 3, how many will you have?)						
82. Solve simple multiplication problems (for example, $4 \times 6 =$)						
83. Solve simple division problems (for example, $36 / 6 =$)						
84. Understand fractions (for example, you can keep half and I will keep the other half)						
85. Count down from two digit numbers (for example, starting at 8: 6,4,2)						

SECTION E. LANGUAGE: EIGHT TO TEN YEARS

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: EXPRESSIVE: EIGHT TO TEN

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
86. Have conversations with others for over 10 minutes						
87. Get his/her point across, or needs, to others						
88. Give two- and three-step directions to others (for example, you have to put it in here)						
89. Talk about his/her experiences with great detail						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
90. Summarize the main points of a complex story or situation						
91. Use complex and two-part sentences (for example, the boy whose mother works at the store just bought a nice book)						
92. Use the regular or “ed” past tense (for example, I walked to school today)						
93. Use the irregular or “changing” past tense (for example, I ran to school today; run-ran-run)						
94. Use the regular or “s” plural (for example, the boys are here)						
95. Use the irregular or “changing” plural (for example, the children are here)						
96. Use the future tense (for example, I will clean my room tomorrow)						
97. Use figurative language (for example, I am so hungry I could eat a horse)						

SECTION E2. LANGUAGE: RECEPTIVE: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
98. Understand figurative speech (for example, She swims like a fish)						
99. Understand very simple irony in conversations; for example, “what a lovely day” while rain is pouring)						
100. Acquire new words, almost every week						
101. Follow complex multi-step directions (like a recipe; first measure flour and sugar, then add butter...)						
102. Understand humoristic riddles (for example, Where does the snowman keep his money? In the snow bank!)						
103. Answer “Who, what, where, why, when” or open-ended questions						
104. Understand idioms, like, “to hit the roof”						
105. Understand similes, for example, “blue like the ocean”						
106. Understand metaphors, for example, “her ruby lips”						

SECTION E3. LANGUAGE: PRAGMATIC: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
107. Carry on a conversation with others						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
108. Begin a conversation in ways that are appropriate.						
109. End a conversation in a timely manner.						
110. Get his/her point and needs across						
111. Read others' para-verbal cues (for example, understand the little non-verbal sounds that people make, like uh-huh)						
112. Use the appropriate voice level, depending on the situation (for example, inside versus outside voice)						
113. Stay on topic when conversing with others						
114. Keep a comfortable distance between him/herself and others, instead of hovering over while talking						
115. Establish and maintain eye contact while conversing with others (unless inappropriate in his/her culture to do so)						
116. Use different words and expressions depending on with whom he/she he talks to in different situations						

SECTION E4. LANGUAGE: ARTICULATION: EIGHT TO TEN YEARS

I am (very much/somewhat/slightly, not) concerned that my (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
117. Pronounce ALL sounds in his/her native language properly						
118. Speak in a way that is understood by those who know him/her						
119. Speak in a way that is understood by those who do not know him/her						

SECTION F. ADAPTIVE: EIGHT TO TEN

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 (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
120. Shower/bathe on his/her own						
121. Wash his/her hair on his/her own						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
122. Place an order on his/her own, in a restaurant						
123. Know how to prepare a simple snack (for example, a sandwich)						
124. Go to bed on his/her own						
125. Seem to know much about personal hygiene						
126. Get dressed completely on his/her own						
127. Serve him/herself a meal						
128. Pour him/herself a glass of liquid from a pitcher						
129. Clean up after him/herself						
130. Help with household chores						

SECTION G. SENSORY PROCESSING/SENSORY SENSITIVITY: EIGHT TO TEN

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 (8-10 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
131. Seem to have good balance and often trips or appear clumsy						
132. Like being touched or cuddled						
133. Keep his/her hands to him/herself and is constantly touching others						
134. Like it when certain fabrics (for example, wool) touch his/her body						
135. Seem to be bothered by extremely loud noises						
136. Tolerate certain common noises, such as noises of vacuum cleaners and hair dryers, or ambulance sirens						
137. Like and avoids looking at certain colors, even when his/her vision is ok (accurate)						
138. Like and avoids looking at certain patterns or designs, even when his/her vision is ok (accurate)						
139. Seem to tolerate certain food textures (for example, pureed foods)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
140. Seem to get enough of certain food textures (for example, crunchy foods)						
141. Seem to tolerate and rejects certain smells or scents						
142. Like and avoids looking at others in their eyes (unless inappropriate in your culture)						
143. Like to engage in gross motor activities (for example, running, riding a bike)						
144. Know the difference between the right and left side of his/her body						
145. Like to participate in any sports activities						
146. Have good posture when writing						
147. Have good posture when reading						
148. Hold pencils properly, but rather holds them too tight or too sluggish						
149. Button buttons and/or fasten snaps						
150. Like it when there are changes to his/her routines						
151. Seem to be patient and instead gets easily frustrated						

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):

... does not seem to have as many words in his/her vocabulary as other children his/her age	
...does not enjoy (and sometimes resists) reading	
...does not seem to enjoy (and sometimes resists) discussing events and/or stories	
...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 like (and sometimes resist) writing	
...does not seem to have any friends	
...seem to prefer to be alone, most of the time	

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

SECTION I: AM I FOSTERING 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 enjoys playing literacy games (like sound game, word games, and number games)	
I read books with my child and ask him/her questions about them (to build on listening comprehension skills)	
I help my child remember stories by talking about things he/she already knew	
My child and I enjoy making predictions about the stories we are reading (like "what do you think will happen next?" since prediction is a very important literacy skill)	
My child and I often organize or sequence the events of a story or incident (like, what came first, what came last?)	
I often ask my child to sum-up a story or an event (summarizing events is a very important literacy skill)	
My child and I often go over what was similar and what was different in the stories that we read	
My child and I often visualize the settings of the stories that we read together (e.g. what it would be like to live in a castle with a 1000 rooms)	
I sometimes let my child pick what books he/she would like to read (or pick a book from a list we have agreed)	
My child often watches me read the newspaper, a magazine, or a book	