



Q4- MICRO QUESTIONNAIRE

MICRO QUESTIONNAIRE: YOU AND YOUR CHILD 10-12

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 10 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: TEN TO TWELVE 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 A. MOTOR: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
1. Hold a pen properly						
2. Have good posture when writing						
3. Have good posture when reading						

SECTION A. MOTOR: GROSS: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
4. Participate in complex physical activities						
5. Participate in organized sports						

SECTION B. SOCIAL AND EMOTIONAL: SOCIAL: TEN TO TWELVE 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

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 10 AND 12 years old.

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
6. Seem to have a best friend						
7. Seem to care what his/her friends think of him/her						
8. Enjoy hanging out with friends						
9. Seem to care when someone gets hurt						
10. Take into account others’ point of view, when making decisions that affect the entire group						
11. Seem to have impulse control (for example, often says things without thinking)						
12. Seem to care when others criticize him/her						
13. Seem to care that he/she is not part of a peer group						

SECTION C. COGNITIVE: TEN TO TWELVE 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 (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
14. Tell time, using an analog clock						
15. Seem to understand that others may have a point of view that is different from his/her own						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
16. Solve simple problems on his/her own						
17. Make connections between two things that are mildly connected						
18. Solve complex problems on his/her own						
19. Complete tasks that are assigned to him/her						
20. Include details when describing something						
21. Make inferences (for example, he is wet, it may be raining outside)						
22. Concentrate when there are some distractions present						
23. Describe a goal and how he/she will achieve it						
24. Come up with new ideas						
25. Know the difference between fact and opinion						
26. Consider alternative points of view						
26. Consider alternative points of view						
27. Self monitor (for example, watch his/her work to make sure it is accurate and correct)						
28. Self correct (for example, correct his/her own mistakes, without being told to)						
29. Compare the points of view of different people						
30. Paraphrase (that is, repeat what others have said, in a different way, to make sure he/she understands it)						
31. Summarize ideas						
32. Analyze ideas (for example, try to understand the reason behind people's actions)						
33. Synthesize ideas (for example, try to see how different aspects of a problem fit together)						
34. Evaluate ideas (for example, decide which of several solutions to a problem is best, and why)						

SECTION D. LITERACY: TEN TO TWELVE YEARS OF AGE

D1. LITERACY: READING: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
35. Like to read						
36. Read well						
37. Solve complex word problems						
38. Attempt to read words he/she does not know						
39. Know that a book has several sections (title page, table of contents...)						

D2. LITERACY: WRITING: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
40. Like to write						
41. Write well						
42. Attempt to write words he/she does not know						
43. Capitalize, as needed						
44. Use punctuation, as needed						
45. Write paragraphs that contain fluently flowing and organized ideas						
46. Write short stories that have a beginning, an end and a body						

D3. LITERACY: MATH: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
47. Solve complex multiplication problems						
48. Solve complex division problems						
49. Understand fractions						
50. Solve complex word problems (for example, if you have 25 candies, give 6 to Maya, and get 13 from Mary, how many will you have altogether?)						

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

E1: LANGUAGE: RECEPTIVE: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
51. Use full sentences						
52. Use complex sentences						
53. Use compound sentences						
54. Use the passive form (for example, the boy was chased by the girl)						
55. Use new words in new situations						
56. Use figurative language (for example, it was the straw that broke the camel’s back)						
57. Use the regular past tense (for example, walked)						
58. Use the irregular past tense (for example, ate)						
59. Use the future tense (for example, will go)						
60. Use the regular plural (for example, boys)						
61. Use the irregular plural (for example, children)						

E2. LANGUAGE: EXPRESSIVE: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
62. Understand complex directions (for example, after you finish your homework, clean your room and take a bath)						
63. Understand figurative language (for example, it was the straw that broke the camel’s back)						
64. Understand the passive form (for example, the boy was chased by the girl)						
65. Understand the regular past tense (for example, walked)						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
66. Understand the irregular past tense (for example, ate)						
67. Understand the future tense (for example, will go)						

E3. LANGUAGE: PRAGMATIC: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
68. Carry on a conversation with others						
69. Stay on topic when communicating with someone						
70. Understand para-verbal communication cues (for example, someone saying uh-huh)						
71. Understand non-verbal communication cues (for example, someone's posture when they are talking to him/her)						
72. Ask questions to ask for clarification, if something is not clear						
73. Modify his/her language to accommodate his/her audience						

E4. LANGUAGE: ARTICULATION: TEN TO TWELVE YEARS OF AGE

I am (very much/somewhat/slightly, not) concerned that my (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
74. Pronounce ALL sounds in his/her native language						
75. Speak clearly						

SECTION F. ADAPTIVE: TEN TO TWELVE 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 (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
76. Bathe or shower on his/her own						
77. Fix him/herself a simple snack (for example, a sandwich)						
78. Know what to wear in the morning						
79. Take care of his/her personal hygiene						
80. Care for minor cuts and scrapes						
81. Use simple appliances on his/her own						

SECTION G. SENSORY PROCESSING/SENSORY SENSITIVITY: TEN TO TWELVE YEARS

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 (10-12 year-old) child does not

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
82. Seem to have good balance and often trips or appear clumsy						
83. Like being touched or cuddled						
84. Keep his/her hands to him/herself and is constantly touching others						
85. Like it when certain fabrics (for example, wool) touch his/her body						
86. Seem to be bothered by extremely loud noises (for example, ambulance siren, vacuum cleaner...)						
87. Tolerate certain common noises, such as noises of vacuum cleaners and hair dryers, or ambulance sirens						
88. Like looking at certain colors, but his/her vision is probably ok						
89. Like looking at certain patterns, but his/her vision is probably ok						
90. Seem to tolerate certain food textures (for example, pureed foods)						
91. Seem to get enough of certain food textures (for example, crunchy foods)						
92. Seem to tolerate certain smells						

	Very much	Somewhat	Slightly	Not concerned	Not sure	Not applicable
93. Like to look others in the eyes (if culturally appropriate)						
94. Like to engage in gross motor activities (for example, playing soccer)						
95. Know the difference between the right and left side of his/her body						
96. Like to participate in sports activities						
97. Have good posture when writing						
98. Have good posture when reading multiple appliances on his/her own						
99. Hold pencils properly, but rather holds them too tight or too sluggish						
100. Button buttons and/or fasten snaps						
101. Like it when there are changes to his/her routines (for example, not being able to go to the park, because of the snow)						
102. 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, pediatricians and nurses):

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 enjoy (and sometimes resists) reading	
does not seem to enjoy (and sometimes resists) discussing events and/or stories	
does not like (and sometimes resist) writing	
does not seem to have friends	
seem to prefer to be alone most of the time	
struggles with the reading and writing of new words	
...seems to struggle with reading	
...seems to struggle with spelling	

SECTION I. AM I FOSTERING MY CHILD'S LITERACY 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 had many different books	
my child goes to the public library and chooses different books to read	
there is a lot of printed material in our house	
my child has pencils, crayons to write/draw with, and plenty of papers to write/draw on	
I make sure that my child learns new words every week	
I make sure that my child reads a new book every week	
I ask my child to tell me stories every week	
I ask my child to write a story every week	
when I ask my child a question I often ask for details	
I play word games with my child	
my child often watches me read	

SECTION J: THE WONDER THAT IS YOUR CHILD

1) What has your child taught you?

2) What is special about your child?

3) Does your child have any special talent?

4) What makes your child different from every other child?

5) In what way has your child positively contributed to your life?

6) What do you find easy when spending time with your child?

7) What do you find challenging when spending time with your child?

8) In what ways does your child surprise you?

9) Are there ways in which you and your child are similar?

10) Are there ways in which you and your child are totally different?