



Micro Questionnaire

You and your child

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Introduction

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

As a parent of a young child (birth to age 6), you might be worried about a certain behavior that your child is displaying -- only to find out that this kind 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 the 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.

The questionnaire will start with general questions about children's development and will then lead to questions about specific developmental areas.



Typical Child Development **websites**

The following websites provide you with general information about children's typical development, that is, what children should be doing, at different stages in their lives.

Children's developmental milestones (University of Michigan health system)

This website has information about different areas of development and different developmental milestones.

<http://www.med.umich.edu/llibr/yourchild/devmile.htm>

How kids develop

This website has information about different developmental areas and developmental milestones.

<http://www.howkidsdevelop.com/developSkills.html>

PBS home programs

This website contains information about "the ABCs of child development".

<http://www.pbs.org/wholechild/abc/>

The Mayo clinic child development quiz

This website has a mini child development quiz that you can take. It will give you general information as to what developmental milestones are achieved at what age.

<http://www.mayoclinic.com/health/child-development/QZ00075>

The new parent guide

This website has information about developmental milestones for children who are between the ages of zero and six years.

<http://www.thenewparentsguide.com/baby-development-main.htm>



Section A General

This questionnaire contains information about possible concerns about your child's overall development between the ages of birth to 6 years old. This questionnaire is for you to fill in, and to share it with someone of your trust.. Because 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.



I am (very much / somewhat / slightly / not) concerned about:

1. My child's overall development

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

2. My child's physical development (For example, his/her height or, weight)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

3. My child's motor development (For example, how my child gets around/moves; how my child uses his/her hands and fingers)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

4. My child's social/emotional development (For example, how my child expresses his/her feelings)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

5. My child's intellectual (cognitive) development (For example, how my child solve problems and/or plays with toys)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

6. My child's language and communication development (For example, how my child lets me know what he/she wants)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

7. How my child takes care of him/herself (known as self help skills) (For example, how my child feeds, dresses and cleans him/herself)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

8. My child's hearing (For example, does my child hear all types of sounds)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

9. My child's vision (For example, does my child have difficulty seeing from a distance/nearby/small objects, etc)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section B Physical Development

This refers to your child's development and growth. It involves your child's weight, height and head circumference, as well as his/her eating, sleeping and bowel movement patterns. Although your child's weight, height and head circumference should continue to increase, the rate at which they will increase will depend on your child's own system and his/her age. For example, your child may not gain as much weight during his/her fifth year, as he/she would, during his/her first year.



Q: I am (very much / somewhat / slightly / not) concerned about:

10. My child not gaining enough weight

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

11. My child gaining too much weight

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

12. My child seeming somewhat shorter than others his/her age

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

13. My child seeming quite taller than other children his/her age

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

14. My child's head being too small

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

15. My child's head being too big

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

16. My child sleeping too much

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

17. My child not getting enough sleep

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

18. My child not eating enough

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

19. My child eating too much (overeating)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

20. My child having "potty" difficulties, e.g. constipation / loose stools

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section C Motor Development

This area of development refers to your child's use and coordination of different muscle groups. This area can be further sub-divided into **gross** (or large) and **fine** (or small) motor skills.

Gross/large motor skills involve the development and coordination of large muscle groups. Such muscle groups typically include the muscles in the arms, legs and trunk. Examples of gross motor skills would be walking and jumping

Fine/small motor skills involve the development and coordination of small muscle groups. Such muscle groups typically include the muscles of the hands and face. Examples of fine motor skills include stringing beads, stacking blocks, smiling and visual tracking, or following objects with the eyes.



Q: I am (very much / somewhat / slightly / not) concerned that my child does not:

21. Brings his/her hands to midline (usually achieved by 3 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

22. Hold his/her head upright (usually achieved by 4 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

23. Reach for objects (usually achieved between 3 and 6 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

24. Sit independently (usually achieved by 6 to 9 months of life)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

25. Pick up objects with thumb and index finger (usually achieved between 9 to 12 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

26. Crawl/creep (usually achieved between 9 to 12 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

27. Pull him/herself to stand (usually achieved by 9 to 12 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

28. Move from sitting to crawling position (usually achieved by 12 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

29. Cruise (walk holding on to furniture) (usually achieved by 12 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

30. Stand (usually achieved by 12 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

31. Put objects in containers (usually achieved by 12 to 15 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Q: I am (very much / somewhat / slightly / not) concerned that my child does not:

32. Walk (usually achieved between 12 to 15 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

33. Scribble (usually achieved by 15 to 18 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

34. Stack blocks (put one block on top of another) (usually achieved by 15 to 18 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

35. Go up the stairs (usually achieved by 15 to 18 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

36. Go down the stairs (usually achieved by 15 to 18 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

37. Run (usually achieved by 24 to 30 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

38. Use both hands in play (children usually use both hands interchangeably until about two to three years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

39. Hold a pen properly (in the tripod position and not with his/her fist) (usually achieved between three to four years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

40. Open and close scissors with one hand (usually achieved by five years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

41. Build three dimensional structures (e.g. bridges) with blocks (usually achieved by five years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section D

Social and Emotional Development

Social and emotional development refers to the way your child understands him or herself and relates to others. Sharing, taking turns and comforting someone in distress are examples of **social development**. Examples of **emotional development** include for your child to know that he or she is separate from their own surroundings and recognizing him or herself in a mirror.



Q: I am (very much / somewhat / slightly / not) concerned that my child does not:

42. Establish eye contact with me/others (usually achieved by three months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

43. Smile (usually achieved by 3 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

44. Laugh (usually achieved by 3 to 6 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

45. Look at and follow a moving toy (usually achieved by 3 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

46. Enjoy hugs, kisses, cuddling... (usually achieved by 3 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

47. Participate in simple social games (usually achieved by 6 to 9 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

48. Initiate interactions and playing games with peers and/or adults (usually achieved by 9 to 12 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

49. Respond to his/her name (usually achieved by age 9 to 12 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

50. Play games that require interaction (like peek-a-boo)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Q: I am (very much / somewhat / slightly / not) concerned that my child does not:

51. Recognize him/herself in a mirror (usually achieved by 15 to 18 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

52. Share (for example, a toy)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

53. Know his/her age (usually achieved by 24 to 30 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

54. know whether he/she is a boy/girl (usually achieved by 30 to 36 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section D2

Social Skills

Q: I am (very much / somewhat / slightly / not) concerned about how my child:

55. Gets along with children his/her age

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

56. Acts when we are out in public places (e.g. the mall, supermarket, visiting friends)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

57. Adapts to reasonable changes in routines

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

58. Pays more attention to objects than people

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

59. Seems to avoid others

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

60. Plays alone most of the time

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

61. Does not seem to have friends

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

62. Seems to be living in a world of his/her own

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section D3

Social Skills: Specific Concerns

Q: I am (very much / somewhat / slightly / not) concerned about my child:

63. Hitting

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

64. Throwing tantrums

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

65. Biting

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

66. Yelling (for no apparent reason)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section D4

Emotional Skills

Q: I am (very much / somewhat / slightly / not) concerned about:

67. How my child expresses his/her emotions

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

68. My child seeming sad most of the time

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

69. My child's sudden shifts in mood

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

70. My child needing a long time to calm down when upset

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

71. My child expressing his/her emotions physically instead of verbally

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

72. My child displaying a mood that is not “in sync” with (does not match) the mood of those

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

73. My child's unwillingness or reluctance to give and/or receive physical affection

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section E

Intellectual (cognitive) Development

Intellectual (cognitive) development refers to your child's thinking skills. This includes receiving, processing and understanding information. This also includes your child's ability to solve problems and reason. Examples of cognitive skills include matching colored shapes and pushing a button to activate a mechanical toy.



Q: I am (very much / somewhat / slightly / not) concerned that my child does not:

74. Bang toys together (usually achieved by 6 to 8 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

75. Stack a few blocks (usually achieved by 2 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

76. Complete simple puzzles (usually achieved by 2 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

77. Sort (e.g. put things together according to size: big versus small)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

78. Match primary colors (usually achieved by 2.5 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

79. Nests four cups (puts four cups of different sizes, one inside the other, based on size)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

80. Engage in dramatic play (e.g. pretend he/she is someone else in play)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

81. Demonstrate knowledge of basic shapes (usually achieved by 3 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

82. Demonstrate knowledge of most colors (usually achieved by 4 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

83. Count objects one by one (usually achieved by 4 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

84. Recognize some letters (usually achieved by 4 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section F

Language and Communication Development

Language and communication refer to the ways your child gets his/her message across to others and to understand what others are saying to him/her. This can be done either verbally, or using words, or non-verbally, through gestures. Examples of verbal communication include oral and written language, such as reading and writing. Examples of non-verbal communication include waving bye bye and smiling. **Language** is one way of communicating with others. It can be oral, written or signed (e.g. American Sign Language)

Expressive language refers to the ways your child makes him/herself understood by others. Examples of expressive language include labeling objects and asking questions.

Receptive language refers to how your child understands others. Examples of receptive language include being able to follow instructions. Although they are certainly not the same, communication and language are often used interchangeably.



Section F1

Understanding the Language

Q:

I am (very much / somewhat / slightly / not) concerned that my child does not:

85. Follow two- to three step instructions (e.g. go to your room and get your book)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

86. Answer simple yes/no questions (usually achieved by 3 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

87. Listen to a short story (usually achieved by three years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section F2

Usage of Language

Q:

I am (very much / somewhat / slightly / not) concerned that my child does not:

88. Label objects (e.g. say the name of an object) (usually achieved by 18 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

89. Say at least 50 words (usually achieved by 2 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

90. Say yes and no (usually achieved by 2 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

91. Speak in two or three word phrases (usually achieved by 2.5 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

92. Use pronouns (usually achieved by 3 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

Section F3

Social Communication

Q:

I am (very much / somewhat / slightly / not) concerned that my child does not:

93. Greet others (usually achieved by 2 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

94. Take turns during conversations (usually achieved by 3 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

95. Talk about his/her day (usually achieved by 3 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

96. Tell basic parts of a story (usually achieved by 5 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

97. Change his/her voice depending on the situation (usually achieved by 6 years of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section G

Self-Help Skills (or Adaptative Skills)

Self-help refers to those skills used by your child to independently take care of him or herself. Dressing and undressing, washing hands, brushing teeth, feeding self and using the bathroom (or toilet training) are all examples of self-help skills.



Q: I am (very much / somewhat / slightly / not) concerned that my child does not:

98. Eat finger foods (usually achieved by 9 to 12 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

99. Drink from a cup (usually achieved by 12 to 15 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

100. Use a spoon (usually achieved , albeit imperfectly, by 12 to 15 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

101. Suck from a straw (usually achieved by 18 to 21 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

102. Use a fork (usually begins between 24 to 30 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

103. Remove simple items of clothing (usually achieved by 21 to 24 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

104. Wash hands (usually achieved by 21 to 24 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

105. Brush teeth with assistance (usually achieved by 30 to 36 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

106. “Pees” (urinate) in potty/toilet (with supervision) (usually achieved by 24 to 30 months of age)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

107. Controls bowel movements (“poohs”), using toilet, with supervision

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable

108. Put on simple items of clothing, like a shirt (usually achieved by 24 to 30 months)

☐ Very Much ☐ Somewhat ☐ Slightly ☐ Not concerned ☐ Not sure ☐ Not applicable



Section H

The Wonder That Is Your Child

The following questions/statements are about the wonder that is your child.
Please take the time to reflect upon the joys that your child has brought into
your life and share with us your most memorable experiences:



109. If you were to describe your child with one word, what would that word be? And why?

110. What has your child taught you?

111. Have you ever observed your child play in a unique and/or special way?
If yes, please describe what you observed.

112. What is your child's greatest gift and/or talent?

113. What makes your child special?

114. Does your child have any "quirky" little habits when it comes to interacting with others? If yes, please describe them.