

On the following pages are questions about activities children may do. Your child may have already done some of the activities described here, and there may be some your child has not begun doing yet. For each item, please fill in the circle that indicates whether your child is doing the activity regularly (yes), sometimes, or not yet.

Important Points to Remember:

- Try each activity with your child before marking a response.
- Make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is not tired or hungry.
- Please bring this questionnaire with you to your child's health and development review.

Notes:

COMMUNICATION




- | | YES | SOMETIMES | NOT YET | |
|--|-----------------------|-----------------------|-----------------------|-------|
| <p>1. Does your child name at least three items from a common category? For example, if you say to your child, "Tell me some things that you can eat," does your child answer with something like "biscuits, eggs, and cereal"? Or if you say, "Tell me the names of some animals," does your child answer with something like "cow, dog, and elephant"?</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| <p>2. Does your child answer the following questions? (<i>Mark "sometimes" if your child answers only one question.</i>)</p> <p>"What do you do when you are hungry?" (<i>Acceptable answers include "get food," "eat," "ask for something to eat," and "have a snack."</i>) Please write your child's response:</p> <div style="border: 1px solid black; border-radius: 15px; height: 60px; margin: 5px 0;"></div> <p>"What do you do when you are tired?" (<i>Acceptable answers include "take a nap," "rest," "go to sleep," "go to bed," "lie down," and "sit down."</i>) Please write your child's response:</p> <div style="border: 1px solid black; border-radius: 15px; height: 60px; margin: 5px 0;"></div> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| <p>3. Does your child tell you at least two things about common objects? For example, if you say to your child, "Tell me about your ball," does she say something like, "It's round. I throw it. It's big"?</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| <p>4. Does your child use endings of words, such as "-s," "-ed," and "-ing"? For example, does your child say things like, "I see two cats," "I am playing," or "I kicked the ball"?</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

COMMUNICATION (continued)

- | | YES | SOMETIMES | NOT YET | |
|---|-----------------------|-----------------------|-----------------------|-------|
| 5. Without giving help by pointing or repeating, does your child follow three directions that are <i>unrelated</i> to one another? Give all three directions before your child starts. For example, you may ask your child, "Clap your hands, walk to the door, and sit down," or "Give me the pen, open the book, and stand up." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 6. Does your child use all of the words in a sentence (for example, "a," "the," "am," "is," and "are") to make complete sentences, such as "I <i>am</i> going to <i>the</i> park," or " <i>Is</i> there a toy to play with?" or " <i>Are</i> you coming, too?" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

COMMUNICATION TOTAL _____

GROSS MOTOR

- | | YES | SOMETIMES | NOT YET | |
|---|-----------------------|-----------------------|-----------------------|-------|
| 1. Does your child catch a large ball with both hands? (<i>You should stand about 5 feet away and give your child two or three tries before you mark the answer.</i>)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 2. Does your child climb the rungs of a ladder of a playground slide and slide down without help? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 3. While standing, does your child throw a ball <i>overarm</i> in the direction of a person standing at least 6 feet away? To throw overarm, your child must raise his arm to shoulder height and throw the ball forward. (<i>Dropping the ball or throwing the ball underarm should be scored as "not yet."</i>)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 4. Does your child hop up and down on either the right or left foot at least one time without losing her balance or falling over? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 5. Does your child jump forward a distance of 20 inches from a standing position, starting with his feet together? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 6. Without holding onto anything, does your child stand on one foot for at least 5 seconds without losing her balance and putting her foot down? (<i>You may give your child two or three tries before you mark the answer.</i>)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

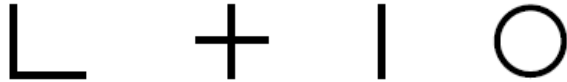
GROSS MOTOR TOTAL _____

FINE MOTOR

- | | YES | SOMETIMES | NOT YET | |
|---|-----------------------|-----------------------|-----------------------|-------|
| 1. Does your child put together a five- to seven-piece interlocking puzzle? (<i>If one is not available, take a full-page picture from a magazine or catalogue and cut it into six pieces. Does your child put it back together correctly?</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

FINE MOTOR *(continued)*

2. Using child-safe scissors, does your child cut the paper in half on a more or less straight line, making the blades go up and down? (*Carefully watch your child's use of scissors for safety reasons.*)
3. Using the shapes below to look at, does your child copy at least three shapes onto a large piece of paper using a pencil, crayon, or pen, without tracing? (*Your child's drawings should look similar to the design of the shapes below, but they may be different in size.*)



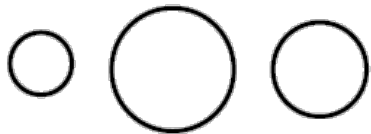
4. Does your child unbutton one or more buttons? (*Your child may use his own clothing or a doll's clothing.*)
5. Does your child draw pictures of people that have at least three of the following features: head, eyes, nose, mouth, neck, hair, trunk, arms, hands, legs, or feet?
6. Does your child colour mostly within the lines in a colouring book or within the lines of a 2-inch circle that you draw? (*Your child should not go more than 1/4 inch outside the lines on most of the picture.*)

| YES | SOMETIMES | NOT YET | |
|-----------------------|-----------------------|-----------------------|-----|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

FINE MOTOR TOTAL ___

PROBLEM SOLVING

1. When you say, "Say 'five eight three,'" does your child repeat *just* the three numbers in the same order? *Do not repeat the numbers.* If necessary, try another series of numbers and say, "Say 'six nine two.'" (*Your child must repeat just one series of three numbers for you to answer "yes" to this question.*)
2. When asked, "Which circle is the smallest?" does your child point to the smallest circle? (*Ask this question without providing help by pointing, gesturing, or looking at the smallest circle.*)



3. Without giving help by pointing, does your child follow three different directions using the words "under," "between," and "middle"? For example, ask your child to put the shoe "*under* the couch." Then ask her to put the ball "*between* the chairs" and the book "in the *middle* of the table."
4. When shown objects and asked, "Which colour is this?" does your child name five different colours like red, blue, yellow, orange, black, white, or pink? (*Mark "yes" only if your child answers the question correctly using five colours.*)

| YES | SOMETIMES | NOT YET | |
|-----------------------|-----------------------|-----------------------|-----|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

PROBLEM SOLVING (continued)

- | | YES | SOMETIMES | NOT YET | |
|---|-----------------------|-----------------------|-----------------------|-----|
| 5. Does your child dress up and “play-act,” pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mummy, daddy, brother, or sister, or an imaginary animal or figure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 6. If you place five objects in front of your child, can he count them by saying, “one, two, three, four, five,” in order? (<i>Ask this question without providing help by pointing, gesturing, or naming.</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

PROBLEM SOLVING TOTAL ___

PERSONAL-SOCIAL

- | | YES | SOMETIMES | NOT YET | |
|---|-----------------------|-----------------------|-----------------------|-----|
| 1. Does your child serve herself, taking food from one container to another using utensils? For example, does your child use a large spoon to scoop up something like fruit salad, yoghurt, or sauce into a bowl? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 2. Does your child tell you at least four of the following? Please mark the items your child knows. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| <input type="radio"/> a. First name <input type="radio"/> b. Last name | | | | |
| <input type="radio"/> b. Age <input type="radio"/> c. Boy or girl | | | | |
| <input type="radio"/> c. Town or city she lives in <input type="radio"/> d. Telephone number | | | | |
| 3. Does your child wash his hands using soap and water and dry them with a towel without help? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 4. Does your child tell you the names of two or more friends, not including brothers and sisters? (<i>Ask this question without providing help by suggesting names of friends.</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 5. Does your child brush her teeth by putting toothpaste on the toothbrush and brushing all of her teeth without help? (<i>You may still need to check and rebrush your child’s teeth.</i>) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 6. Does your child dress or undress himself without help? (except for poppers, buttons, or zips)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

PERSONAL-SOCIAL TOTAL ___

OVERALL

Parents and providers may use the space below for additional comments.

1. Do you think your child hears well? If no, explain: YES NO