



PARENT/CARER QUESTIONNAIRE **Pre School Child**

We appreciate the time taken to complete this questionnaire, which allows us to gain vital information regarding your child's development. This information will be used to assist in determining the most effective and efficient path towards your child's therapy goals.

Please don't hesitate to contact our reception on 9602 3377 (Liverpool) or 4677 1577 (Picton) if you require any assistance in completing this questionnaire.

PERSONAL DETAILS

Child's Name: _____

Date of Birth: _____

Address: _____

Home Phone: _____ Mobile: _____

Email: _____

Parents: _____

Siblings (name & age): _____

REFERRAL DETAILS

Who suggested your child requires therapy? _____

Reason for referral? _____

Your main concerns? _____

BIRTH HISTORY

Was mother sick or on medication during pregnancy? _____

Was your child born prematurely? _____

What was your child's birth weight? _____

Were there any difficulties during delivery? _____

Did your child require special treatment in the first weeks of life? _____

MEDICAL HISTORY

Please indicate the services your child has previously or is currently seeing (such as doctors, therapists etc).

Name

Profession

When

Does your child have a current diagnosis? _____

Family Doctor: _____

Address: _____ Phone: _____

Has your child had any hospital admissions or significant health problems?

Is your child currently on medication? _____

Has your child's hearing been tested? (Results) _____

Has your child's vision been tested? (Results) _____

EDUCATION

Preschool/Child care name: _____

Class/Grade: _____

Teachers name: _____

Does he/she have a teachers aide to assist him/her at preschool/childcare?

SPEECH & LANGUAGE DEVELOPMENT

How does your child's language development compare with his/her siblings or other children the same age?

Please tick any areas that you feel your child is having difficulties with...

Understanding language:

- Difficulty with following instructions with 3 or more words.
- Difficulties with understanding a range of vocabulary words or retaining new words.
- Doesn't understand a range of basic concepts such as:
 - Descriptive words: e.g. big/little, same/different, tall/short.
 - Location words: e.g. in/out, under/on, top/bottom, in front/behind.
 - Comparatives: e.g. bigger/biggest, smaller/smallest, faster/fastest.
 - Quantity words: e.g. one, some, all, lots, more.
- Doesn't understand a variety of questions including Who, What, Where.
- Repeats back questions and echoes back what has been said without understanding.
- Relies on visuals or gestural cues to understand instructions and explanations.
- May appear 'lost' and often follow what other children are doing.
- Difficulty sitting and listening during story time, and remembering what the story was about.

Using language:

- Doesn't know the names of lots of objects, actions and people.
- Doesn't know body parts.
- Difficulties using more than single words or 2-3 word sentences to communicate.
- Difficulties ordering words correctly in sentences.
- Uses jargon (made up words) as well as real words.
- Difficulties with requesting to get needs met.
- Difficulties with commenting on surroundings.
- Difficulty retelling an event, explaining what happened or delivering a simple message e.g. Mummy, daddy's outside.
- Difficulties with finding the right word to say.
- Over reliance on familiar topics of conversation.
- Difficulty asking and answering questions.
- Difficulties using correct pronouns e.g. he/she/him her/I/me/you/your/us/them/their.

Speech:

- Difficulty saying any of the following sounds (please circle):
p, b, m, n, t, d, h, w, y, k, g, f, s, z, l, sh, ch, j
- Difficulty being understood by familiar and unfamiliar people.

- Stuttering (e.g. repeats or gets stuck on sounds or words).
- Voice (e.g. often has hoarse or breathy voice).

MOTOR DEVELOPMENT

How does your child's fine and gross motor development compare with his/her siblings or other children the same age?

Please tick any areas that you feel your child is having difficulties with...

Fine Motor Skills:

- Is unable to stack a tower of blocks
- Has not learnt to use tools such as scissors, glue
- Has difficulty copying directional strokes with a pencil such as horizontal, vertical, circle and other shapes
- Difficulty grasping a pencil in a mature manner
- Has poor control of a pencil or crayon for his/her age
- Unrecognisable drawings of people and other simple objects
- Has not yet developed a hand preference
- Has difficulty with puzzles
- Appears to lack coordination when using his/her hands
- Appears to have weak hands/fingers

Gross Motor Skills:

- Unable to maintain sitting posture during table top activities
- Difficulty with skills such as hopping, skipping and other sporting skills
- Poor body awareness and coordination
- Falls over frequently and appears clumsy

Self Care Skills:

- Has difficulty with using a spoon and fork
- Is overly messy during mealtimes (more than expected)
- Requests help for undressing and undressing (more than expected of a child his/her age)
- Has difficulty knowing where items of clothing go on his/her body
- Has not yet commenced toilet training (3-4 year olds)
- Has demonstrated difficulty mastering aspects of toileting (4+ year olds)
- Has difficulty falling to sleep and remaining asleep

SENSORY PROCESSING

How does your child's sensory processing compare with his/her siblings or other children the same age?

Please tick any areas that you feel your child is having difficulties with...

Visual Processing:

- Squints excessively in sunlight
- Dislikes being in the dark (i.e. prefers to sleep with light on)
- Prefers to be in dark spaces
- Has difficulty locating familiar items within a room
- Stares excessively at toys/items with lights

Movement Processing:

- Avoids play on swings or moving toys
- Gets car sick or motion sick
- Appears clumsy and less coordinated than other children
- Bumps into things or falls excessively
- Seeks activities that involve crashing and pushing
- Spins or twirls more than others
- Constantly 'on the go'
- Walks on toes
- Is unable to remain seated during quiet activities
- Is overly fidgety

Touch Processing:

- Dislikes being touched by others
- Dislikes hugs or cuddles
- Does not tolerate having teeth brushed or nails cut or hair cut
- Avoids getting dirty or messy play
- Dislikes particular fabrics and avoids certain clothing
- Overly sensitive to temperatures
- Does not seem to notice extremes in temperatures
- Seeks out tactile play such as sandpits or fingerpainting
- Does not notice when he/she is dirty or has food around mouth

Sound Processing:

- Responds negatively to loud or unexpected sounds
- Appears sensitive to certain sounds
- Does not appear to notice when his/her name is called

- Misinterprets what is said to him/her
- Becomes distracted when others are talking
- Can not focus with background noises
- Hums or sings when completing certain tasks
- Has difficulty controlling volume of his/her voice

Smell/Taste Processing:

- Has a very limited diet
- Seeks out particular tastes (salty, bitter, spicy etc)
- Dislikes certain textured foods (i.e. wet foods, lumpy foods etc)
- Frequently smells foods prior to eating
- Eats non-food items
- Chews/sucks on clothing or other items
- Seems sensitive to certain smells

SOCIAL INTERACTION

- Clings to an adult throughout social situations
- Takes longer to play with other children
- Has difficulty maintaining friendships (4+ years)
- Uses limited eye contact or has difficulty looking at someone whilst talking
- Has difficulty with sharing, turn taking and cooperative play
- Tends to lose temper easily or frustrated easily by others

PLAY

- Plays alone e.g. stacking blocks on own.
- Plays alongside others e.g. playing with trains next to other children
- Shares materials or equipment with other children
- Engages in play with other children e.g. working together to build a tower.
- Imitates parents in play e.g. talking like mummy on the phone, washing car like daddy.
- Engages in symbolic play e.g. pretending the tv remote control is a mobile phone.
- Engages in role play e.g. plays at being a teacher with play partner being a student.
- Engages in imaginary play e.g. pretending to fly a spaceship.
- Is able to sequence actions / play ideas together e.g. feeding teddy, washing teddy, putting teddy to bed.
- Attributes feelings to toys e.g. doll is cranky because she is tired.