**Bedfordshire and Luton Community Paediatrics Service**

**Preschool Neurodevelopmental Questionnaire**

**Introduction**

This questionnaire forms part of the initial assessment and should be completed after a period of observation by a professional who knows the child best. Please complete the questionnaire as fully as possible.

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| **Child’s name:** |  |
| **Child’s date of birth:** |  |
| **Gender:** |  |
| **Name of parents/carers:** |  |
| **Family Language:** |  |
| **Address:** |  |
| **Name of setting:** |  |
| **Name of professional completing the form:** |  |
| **Job Title:** |  |
| **How long has the child been known to the professional completing the form:** |  |
| **Signature of professional:** |  |
| **Date completed:** |  |

**What are the main strengths as you see them?**

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**What are the main difficulties (if any) as you see them?**

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**Description of current attainment including learning levels**

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**Is the child receiving any extra help and if so, please describe below, how effective are they**

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**Please tick if the child has any of the following:**

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| Education Health and Care Plan (EHCP) | Yes ☐ | No ☐ |
| Individual Education Plan | Yes ☐ | No ☐ |
| Early Help Assessment (EHA) | Yes ☐ | No ☐ |
| Provision Map | Yes ☐ | No ☐ |
| Other (please specify): |  | |
| **Have you attached any further documents to this questionnaire?** | | |

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| **Attendance** | Good | Average | Poor | Excluded/suspended |

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| 1. **Social interaction** | **Never** | **Sometimes** | **Always** |
| **Spontaneous use of gaze** | | | |
| Looks at adult who is talking to him |  |  |  |
| Follows adults gaze when adult is looking at something |  |  |  |
| Looks at an adult’s face when trying to get his/her attention |  |  |  |
| Looks at object, then back at adult, when indicating, pointing to or requesting something |  |  |  |
| Looks at adult to prompt the repeat of an action game or song |  |  |  |
| **Spontaneous maintenance of proximity** | | | |
| Allows adult to physically interact in games of chase or ‘rough and tumble’ |  |  |  |
| Allows physical interaction during action games or songs |  |  |  |
| Allows adult to play alongside when engaged in an activity |  |  |  |
| Allows adult to intervene/share in play |  |  |  |
| Tolerates other children sitting nearby |  |  |  |
| Allows other children to physically interact in games of chase |  |  |  |
| Watches other children playing |  |  |  |
| Tolerates other children playing alongside |  |  |  |
| Tolerates other children intervening in his/her play |  |  |  |
| **Turn-taking** | | | |
| Takes turns, simple turn taking game, e.g. peek-a-boo |  |  |  |
| Takes turns, physically prompted, in simple ball game, |  |  |  |
| Takes turns in simple ball games with adult/child |  |  |  |
| Takes turns in table-top activity 1:1 with adult, |  |  |  |
| Takes turns in table-top activity with one other child |  |  |  |
| Takes turns in table-top activity with more than one other child |  |  |  |
| Takes turns in circle time type activities |  |  |  |
| Takes turns in more informally structured play, e.g. riding bikes, chasing games |  |  |  |
| **Initiating** | | | |
| Uses sounds and gestures to attract adult attention |  |  |  |
| Shows/offers object/activity to adult |  |  |  |
| Shows/offers object/activity to another child |  |  |  |
| Points to show interest in something |  |  |  |
| Will take an adult’s hand to object |  |  |  |
| Waves ‘bye-bye’ spontaneously |  |  |  |
| Greets familiar adults |  |  |  |
| Indicates need for help by use of sound/gesture/picture |  |  |  |
| Will approach adult to obtain food/toy, etc. |  |  |  |
| Will spontaneously approach adult when in need of help |  |  |  |
| Will try to share interest of excitement with adult |  |  |  |
| Will seek affection or comfort from adult other than family |  |  |  |
| Will initiate a simple game with an adult |  |  |  |
| Will initiate a simple game with a child |  |  |  |
| **Emotional expression and understanding** | | | |
| Recognises some facial expressions (e.g. sad, angry) |  |  |  |
| Can respond to a smile with a smile |  |  |  |
| Uses a range of facial expressions in the right context |  |  |  |

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| 1. **Communication** | **Never** | **Sometimes** | **Always** |
| **Understanding simple verbal and non-verbal approaches** | | | |
| Responds when his/her name called |  |  |  |
| Follows simple instructions given 1:1, e.g. ‘come here’, ‘sit down’ |  |  |  |
| Follows simple instructions in small groups |  |  |  |
| Follows simple instructions in large group/class setting |  |  |  |
| Can bring something on request |  |  |  |
| **Strategies for meeting his/her needs** | | | |
| Meets his/her needs independently – rather than seeking help |  |  |  |
| Stands near object and cries/screams until adult comes to reach it |  |  |  |
| Requests object/action by taking adult to it or taking adult hand to it |  |  |  |
| Requests object/action by pointing to it |  |  |  |
| Requests object/action by use of symbol/picture |  |  |  |
| Requests object/action by using words |  |  |  |
| **Engaging in social interaction** | | | |
| Can nod for ‘yes’ |  |  |  |
| Can shake head for ‘no’ |  |  |  |
| Uses greeting/gesture/sounds or words |  |  |  |
| Waves and says ‘bye-bye’ |  |  |  |
| Calls for attention |  |  |  |
| Uses names to get attention |  |  |  |
| **Joint attention strategies** | | | |
| Expresses interest in something, using sound/gesture |  |  |  |
| Expresses interest in something using words |  |  |  |
| Will point at something to express interest + shares this by looking back at you |  |  |  |
| Uses expressive gesture, e.g. clapping |  |  |  |

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| **Please add any additional information:** | | | |
| 1. **Play, imagination and other behaviours** | **Never** | **Sometimes** | **Always** |
| **Manipulative/Exploratory** | | | |
| Plays with objects using non-specific action on all objects, e.g. mouthing, waving, banging, shaking |  |  |  |
| Examines novel/toy object |  |  |  |
| Plays with objects using appropriate actions, e.g. bangs with hammer, shakes bell, throws ball |  |  |  |
| Completes simple formboards/puzzles/pegboard patterns |  |  |  |
| Makes a toy work, e.g. presses button to make clown pop up; operates wind-up toy |  |  |  |
| Searches for and finds objects during play |  |  |  |
| **Interactive** | | | |
| Responds to play routines with enjoyment |  |  |  |
| Responses with anticipation in play routines, e.g. ‘I’m coming to get you!, and action rhymes |  |  |  |
| Indicates for game/routine to continue |  |  |  |
| Initiates games routines |  |  |  |
| Will take turns in games/play |  |  |  |
| **Pretend play – functional** | | | |
| Will play functionally with objects, e.g. gives doll a ‘drink’ (in imitation); pushes car into garage (on instruction); builds network of blocks (on request/spontaneously) |  |  |  |
| Will use miniature representational toys e.g. Playmobile |  |  |  |
| **Pretend play – symbolic** | | | |
| Uses toy/material as if were something else, e.g. stick for a spoon, brush for a microphone |  |  |  |
| Pretends to play with an absent object, e.g. feeds toys imaginary food |  |  |  |
| In imitation, engages in linked sequence of actions, e.g. takes doll for a walk to park, goes on swings/slide/home to bed |  |  |  |
| Will make a toy be something else, e.g. parent/carer/policeman |  |  |  |
| Will make a toy feel something e.g. crying/angry |  |  |  |
| **Pretend play - fantasy** | | | |
| Child will be some/something else e.g. dog/Dad/nurse/Superman |  |  |  |
| Acts out a role e.g. bus driver/pilot/shop customer |  |  |  |
| **Pretend play - social** | | | |
| Little contact with peers |  |  |  |
| Watches peers playing |  |  |  |
| Some parallel play |  |  |  |
| Idiosyncratic approaches (please give examples) |  |  |  |
| Brief exchanges |  |  |  |
| Joint focus in play |  |  |  |

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| **Please add any additional information:** |
| **Repetitive or stereotypical behaviours** |
| Are there any things s/he has to do over and over again, or in exactly the same way?  Please describe any unusual mannerisms, for example, rocking, hand flapping, etc. |

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| **Emotional regulation** |
| Can s/he recognise when someone is upset/pleased/disappointed/scared, etc and to what extent?  How does s/he seek or offer comfort when upset/others are upset?  How does s/he respond to adult’s attempt to regulate emotions?  Can s/he use basic emotional vocabulary? (e.g. happy, sad) |

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| **Flexibility of thinking** |
| How does s/he cope with changes of personnel or expected activities?  Does s/he have a range of interests/play behaviours? |

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| **Sensory Processing** |
| Have you noticed any unusual responses with sight, touch, hearing, smell and taste? |

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| **Attention and Impulse Control** |
| Can s/he follow one or two instructions at a time?  Can s/he switch attention between the task and an adult?  Can s/he sit and listen to a story?  Can s/he play for 5 – 10 minutes in a small group? |