

Participation in Pre-school

To be completed by preschool staff

Background Questions ...

1. Childs ID

2. Teacher ID

3. Child age (months)?

C1

3. Child's gender?

Pojke

☐

Flicka

☐

C2

4. City/Town

.....

MUN

5. **Preschool**

.....

PSU

6. Filled in by: _____ :

☐

Pre-school teacher

☐

Pre-school assistant

☐

Other member of staff (describe)

.....

PST

7. How many hours per week does the child spend in pre-school?

☐

up to 15hrs

☐

16-20 hrs

☐

more than 20 hrs

C3

8. Is the language of instruction the same as the child's home language?

Yes

☐

No

☐

C4

9. Is the child formally identified as a child in need of special support?

Yes

☐

No

☐

C5

10. Do you think this child needs extra support to function in preschool?

Yes

☐

No

☐

C6

Children's Engagement Questionnaire

TICK the option that best describes the child's behaviour. Please respond to all statements, even if you are unsure, and even though the example might not always be relevant for this child.

"Typical" here means that the child spends quite a lot of time in this activity.

Only one option per statement is possible.

Behaviour	Happens almost never	Happens sometimes	Happens pretty often	Happens very often		
1. Watches or listens to adults. <i>Example:</i> When the pre-school teacher moves around the classroom, talking to the child, the child watches him or her.					CEQ 1	
2. Plays with adults who try to play with him or her. <i>Example:</i> When a classroom assistant or an adult at pre-school the child knows well begins to play with the child, the child joins in.					CEQ 2	
3. Tries to get adults to do things. <i>Example:</i> The child tries to get a staff member to give him or her a toy, book.					CEQ 3	
4. Tries to get other children to do things. <i>Example:</i> The child asks another child to play on the swings.					CEQ 4	
5. Plays with toys. <i>Example:</i> When the child is near toys, he or she plays with them.					CEQ 5	
6. Tries to complete things, even if it takes a long time to finish. <i>Example:</i> The child who knows how to put together simple jigsaw puzzles, sticks with it until it is completed.					CEQ 6	
7. Talks about things that happened in the past or in the future. <i>Example:</i> The child refers to an event that happened the day before e.g. going to the library. This only refers to events 24 hours or more in the past or in the future.					CEQ 7	
8. Tries out new ways of playing with objects. <i>Example:</i> The child already knows how to roll a ball; now he tries to bounce it.					CEQ 8	
9. Plays appropriately for his or her developmental level. <i>Example:</i> The child who does most things at the 2-year-old level plays with objects and people also at the 2-year-old level.					CEQ 9	

Behaviour	Happens almost never	Happens sometimes	Happens pretty often	Happens very often		
10. Tries to get toys to work. <i>Example: The child looks for the switch on a toy car to get it to start.</i>					CEQ 10	
11. Watches or listens to other children. <i>Example: When other children are playing, the child follows their movements with his eyes</i>					CEQ 11	
12. Plays with other children. <i>Example: When other children are nearby, the child joins in what they are doing.</i>					CEQ 12	
13. Stays busy/occupied. <i>Example: When no child or adult is playing with the child, he or she still finds something to do</i>					CEQ 13	
14. Uses repetitive vocalizations. <i>Example: The child says, "Ba-ba-ba-ba-ba."</i>					CEQ 14	
15. Tries out new ways of communicating or uses new language. <i>Example: The child practices using new words he or she has heard</i>					CEQ 15	
16. Seems aware of what's going on around him or her. <i>Example: The child looks at the source of noises and at moving objects and people.</i>					CEQ 16	
17. Solves problems quickly. <i>Example: When the toy falls behind the furniture, the child rapidly finds a way to retrieve it.</i>					CEQ 17	
18. Plays with adults. <i>Example: When adults are nearby, the child talks to them or approaches them.</i>					CEQ 18	
19. Figures out how things work, without asking for help. <i>Example: When the child opens a present, he or she tries to play with the unfamiliar toy without adult help.</i>					CEQ 19	
20. Uses understandable language or sign language. <i>Example: The child uses words someone other than the parents understands.</i>					CEQ 20	
21. Pretends to be things or other people. <i>Example: The child creeps on the floor and says, "Meeow."</i>					CEQ 21	

Behaviour	Happens almost never	Happens sometimes	Happens pretty often	Happens very often		
22. Plays with objects the way they were intended to be played with. <i>Example: The child bangs blocks with a toy hammer rather than chewing it.</i>					CEQ 22	
23. Keeps concentration <i>Example: When coloring, the child leans over the paper, keeps his or her eyes on the task, and appears to be thinking about the coloring.</i>					CEQ 23	
24. Chooses difficult things to do. <i>Example: The child goes to the toys that require an effort.</i>					CEQ 24	
25. Plays with other children who try to play with him or her. <i>Example: When another child approaches, the child will talk to or play with him or her.</i>					CEQ 25	
26. Does what's expected (for this child), considering the time of day, place, or activity. <i>Example: The child puts clothes on in the morning, uses the toilet appropriately, plays on the see-saw during outside play</i>					CEQ 26	
27. Notices changes in people, objects, and the environment as a whole. <i>Example: The child communicates, "Where's the TV?" when it is moved.</i>					CEQ 27	
28. Pretends objects are something else. <i>Example: The child pretends a box is a car or uses an oblong block as a baby bottle.</i>					CEQ 28	
29. Explores objects or places. <i>Example: The child turns objects over, looking inside.</i>					CEQ 29	

Your experience of interaction with the child

Tick the option that you think best describes the statement on the left. **Only one option per statement is possible.**

Statement	Seldom	Fairly seldom	50/50	Fairly often	Often	
1. I respond to the child's communication						INT 1
2. I understand what the child means						INT 2
3. I use language that is appropriate for our interaction						INT 3
4. I comment or show interest on what the child is doing						INT 4
5. I can direct the child's attention to a common focus						INT 5
6. I know how to keep the child's attention on what we are doing together						INT 6
7. I decide the content of the interaction (what we are communicating about)						INT 7
8. I engage in activities and use materials suitable for the child's age, developmental level and interests						INT 8
9. I adapt my communication to the child's pace/level						INT 9
10. I know what kind of situations motivate the child to interact and can create such situations if necessary						INT 10

Other children's interactions with the child

Tick the option that you think best describes the statement on the left. **Only one option per statement is possible.**

Statement	Seldom	Fairly seldom	50/50	Fairly often	Often
1. Other children respond to the child's communication					
2. Other children understand what the child means					
3. Other children show interest in what the child is doing					
4. Other children can direct the child's interest towards a common object, activity or person					
5. Other children adapt their pace of interaction to the child					

INP 1	
INP 2	
INP 3	
INP 4	
INP 5	

Strengths and Difficulties Questionnaire (SDQ)

Answer all items as best you can even if you are not absolutely certain or the item seems silly!
Please give your answers on the basis of the child's behaviour over the last six months or this pre-school year. Tick the option that you think best describes the statement on the left. **Only one option per statement is possible.**

	Not True	Somewhat True	Certainly True		
1. Restless, overactive, cannot stay still for long				SDQ 1	
2. Constantly fidgeting or squirming				SDQ 2	
3. Easily distracted, concentration wanders				SDQ 3	
4. Can stop and think things out before acting				SDQ 4	
5. Sees tasks through to the end, good attention span				SDQ 5	

6. Overall, do you think that this child has difficulties with any of the following: developmental delay, disability, emotion, concentration, behavior or being able to get on with other people

No	Yes, minor difficulties	Yes, definite difficulties	Yes, severe difficulties		
☐	☐	☐	☐	SDQ 6	

If you answered "Yes" on the previous question, please answer the following questions:

7. How long have these difficulties been present?

Less than 1 month	1-5 months	6-12 months	More than 1 year
☐	☐	☐	☐

SDQ 7	
----------	--

8. Do the difficulties upset or distress the child?

Not at all	Only a little	Quite a lot	A great deal
☐	☐	☐	☐

SDQ 8	
----------	--

9. Do the difficulties interfere with the child's everyday life in the following situations?

	Not at all	Only a little	Quite a lot	A great deal
Free play	☐	☐	☐	☐
Organised learning activities	☐	☐	☐	☐
Classroom routines e.g. toileting, packing away	☐	☐	☐	☐

SDQ 9	
----------	--

SDQ 10	
-----------	--

SDQ 11	
-----------	--

10. Do the difficulties put a burden on you or the class or group as a whole?

Not at all	Only a little	Quite a lot	A great deal
☐	☐	☐	☐

SDQ 12	
-----------	--

Child Development (ICF-CY Code sets)

These questions concern the child's general functioning in common activities and situations in preschool in comparison with children of the same age.

Tick one option that you think best describes each statement on the left.

	Not true	Somewhat true	Certainly true		
1. The child uses his/her hands & arms, <i>e.g., grasping and releasing objects, picking up raisins, buttoning shirt, throwing or catching a ball)</i>				ICF 1	
2. The child moves around in different ways, <i>e.g. climbing stairs, running, jumping, crawling, or scooting/bum shuffling</i>				ICF 2	
3. The child reacts to pain, <i>e.g., when falls or has pain in a body part or generally</i>				ICF3	
4. The child understands basic concepts <i>such as quantity, length, same vs opposite</i>				ICF4	
5. The child can initiate, undertake, and complete a single task, <i>e.g., putting on a sock, sorting objects, playing hide and seek with peers. In addition, responding to instructions and following rules.</i>				ICF5	
6. The child manages daily classroom routines <i>e.g. washing hands after eating, packing away items</i>				ICY6	
7. The child can take part in conversations <i>Can start, sustain and end discussions with others</i>				ICF7	

THANK YOU VERY MUCH!