



# Finding and using effective measuring tools

A guide for practitioners on using the right tools to measure how they support families and parents

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## Background

This paper is designed to help you locate measures to use that are appropriate for your work setting. If you have not already done so download and read, 'Knowing what you do works. Measuring your own effectiveness with families, parents and children: a short guide,' Family and Parenting Institute 2009 or find it on their website [www.familyandparenting.org](http://www.familyandparenting.org)

It will help you think about the practicalities of measuring in your service or centre, and has

information about some of the tools listed below and some of their strengths and weaknesses.

Set out below are some measures for use with children and young people. Some are designed to capture information from parents about children, some gather information about parents' views of themselves as parents and others ask about aspects of family life.



## Measures that assess change in work with children and young people

Measures for work with children and young people are many and various, the ones identified here are the most general and the most immediately helpful. They are all valid and reliable with a good track record of use with children and young people from all ethnicities. If they do not meet your particular needs then contact me at [honor.rhodes@tccr.org.uk](mailto:honor.rhodes@tccr.org.uk) and we can see if there are other more helpful ones that better meet your needs.

There are very few 'free for use/no scoring manual required' tools, the Goodman Strengths and Difficulties Questionnaire and the Family, Friends and Self Form are exceptions. If you have some that you have found then let me know and we will include them in later versions of this paper.

### Goodman Strengths and Difficulties Questionnaire

Goodman, R.

*Undertaken with child/young person, parent(s) and/or teacher*

This is the most easily available measure and most commonly used in a wide variety of services, whether working with parents, child or whole families. The Goodman Strengths and Difficulties Questionnaire's merits are outlined in the Short Guide referred to above.

The range of measures include questionnaires for the child, parent(s) and class teacher. It can be used for children aged 4 and upwards although young people over 14 years old may find some of the questions less relevant. It is a very good starting place as any other

tools you use can be measured against it in terms of ease of use and the information it gives you.

There is also a computerised scoring and report-writing program that runs using the Access component of Microsoft Office Professional. This is available without charge for non-profit organisations that do not make any charge to families. If this applies to you and you are interested in using the program, please contact them. An example of this tool is supplied at the end of this briefing.

Further information: [www.sdqinfo.com/b1.html](http://www.sdqinfo.com/b1.html)

Contact: [youthinmind@gmail.com](mailto:youthinmind@gmail.com)

## Measuring changes in children's self-esteem

The two measures below are able to detect changes in children's self-esteem, they are cited with references as agencies have specifically asked for tools that measure such changes, if you are interested in using them then consider coupling them with another measure which offers a view of your work's impact on aspiration, communication or family functioning because the research evidence on esteem raising work is complex as to its effect on any other aspect of children's lives.

### Hare Self-Esteem Scale

Hare, Bruce. R.

*Undertaken with children and young people*

This questionnaire covers three areas (peers, home and school) and has ten questions in each area. It is suitable

for children and young people over 10 years old. It is a tool that can be given to groups of children as well as individuals. To use the scale children and young people have to be able to discriminate their place on a 4 point scale (strongly disagree, disagree, agree, strongly agree). Examples of questions include wishing that the child or young person was different in order to have more friends, parents feeling proud of the child or young person and teachers expecting too much from the child or young person. It is available by contacting the author at the address below.

Contact:  
Dr Bruce Hare, 115 Nottingham Rd, Syracuse, NY. 13210

### **Rosenberg Self-Esteem Scale**

*Rosenberg, 1965*

The scale is a ten question tool with answers on a four point scale, from strongly agree to strongly disagree. The original sample for which the scale was developed consisted of 5,024 High School Juniors and Seniors from 10 randomly selected schools in New York State. You can find the scale and scoring instructions at [www.yorku.ca/rokada/psyctest/rosenbrg.pdf](http://www.yorku.ca/rokada/psyctest/rosenbrg.pdf)

The scale may be used without explicit permission. The author's family, however, would like to be kept informed of its use.

Contact:  
The Morris Rosenberg Foundation  
c/o Department of Sociology, University of Maryland  
2112 Art/Soc Building  
College Park, MD 20742-1315

### **Mood thermometers**

*Tuckerman, Bruce, 1988*

*Undertaken with child/young person*

An easy to use measure comprising five thermometers designed to measure mood as a child or young person's awareness of well-being. The areas covered are depression, tension, confusion, fatigue and anger. Some of the descriptors are complex (melancholy, tranquil, civil, dejected etc) and would require a child or young person to have a fairly sophisticated grasp of language for the measure to be appropriate. The other issue to bear in mind is that moods, as a state rather than a personality trait, fluctuate and are highly influenced by external conditions. The measure is available by paying for a journal subscription.

Further information:  
The Scaling of mood. *Educational and Psychological Measurement* Number 48, 419–427

### **Eyberg Child Behavior Inventory**

*Eyberg, Sheila, Dr*

*Undertaken with parent(s)*

This is a well-respected and well-used measure for assessing conduct-problem behaviours in children and young people. Because it has a wide age use (over two years and under 17 years) and identifies change due to intervention over time well it is worth serious consideration.

Whilst at 36 questions it is quite long the range of answers is immediately helpful as parents are asked how often behaviours occur and whether they are problematic. Examples of question areas include refusing to eat food presented to the child, arguing, fighting and verbal aggression.

The measure, its reliability and application is described in detail in Burns, G. and Patterson, D.R. (1990) Conduct problem behaviors in a stratified random sample of children and adolescents: New standardization data on the Eyberg Child Behavior Inventory, *Psychological Assessment*, Number 2, 391–397. It is available from the author, details below.

Contact:  
Dr Sheila Eyberg, Department of Clinical and Health Psychology, University of Florida, Box J-165 HSC, Gainesville, FL 32610

### **Children's Perceived Self-Control Scale**

*Humphreys, L.L Dr*

*Undertaken with children and young people*

This short 11 question measure looks at children and young people's perceptions of their control over themselves, and is good for children where you are concerned about impulsiveness and the child's capacity to reflect on their behaviours. It has the benefit of a yes/no answer system and provides a good deal of information from a short measure. There is a parallel questionnaire for teachers. Question areas include a child or young person having no idea about what will happen next after they do something and distractability. It is available by writing to the author.

Contact:  
Dr Laura Humphreys, Department of Psychiatry, Northwestern University Medical School, 320, E.Huron, Chicago, IL. 60611

### **Children's Beliefs About Parental Divorce Scale**

*Kurdek, L.A. and Berg, B., 1987*

*Undertaken with children and young people*

Children's Beliefs about Parental Divorce Scale; Psychometric characteristics and concurrent validity, *Journal of Consulting and Clinical Psychology*, 55, 712-718.

## Measuring work with young people

There is a very comprehensive USA compendium of assessment measures that are specifically focused on violence, selected to measure changes in beliefs, behaviours and attitudes of young people in young people's services. Some of the measures in the compendium are not at all suitable for UK-based services but others might be helpful. All the measures have their provenance or reliability cited, some are not clinically reliable but included in the hope that by use they can be improved so pick carefully, some are excellent in terms of reliability and validity, well known and widely used.

Some are very short, four questions measures, for example, Beliefs About Hitting (Orpinas) some six questions, Attitude Toward Violence, which measures attitudes toward violence and its acceptability, particularly in relation to fighting, it has been used with school years six to eight and was created by the Houston Community Demonstration Project, 1993 and adapted by Bosworth & Espelage, 1995. Avoid printing the whole document as it runs to 373 pages. Look for tools that interest you and print them specifically.

### **Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools: Second Edition**

*Compiled and Edited by Linda L. Dahlberg, PhD, Susan B. Toal, MPH, Monica H. Swahn, PhD, Christopher B. Behrens, MD*  
[www.cdc.gov/violenceprevention/pdf/YV\\_Compndium.pdf](http://www.cdc.gov/violenceprevention/pdf/YV_Compndium.pdf)

### **Family, Friends and Self Form**

*Simpson, D. and McBride, A.*  
*Undertaken with young people*

This is a useful questionnaire that is designed to alert the questioner to issues of risk behaviours in young people. It was originally designed to look at problems of drug and alcohol misuse in teenagers but has been used more widely as it seems to offer a large amount of information on a young person's ability to function in a wide variety of social settings.

Whilst it is long at 66 questions and has a five point answer system it is presented in three separate parts allowing for selection of just one or two. Adolescents seem to engage with the test and complete it at one sitting in the main, perhaps because it is all about them.

It is one of the questionnaires that is actually designed to be read out to young people. This is one of a suite of assessment tools designed by the authors, each is available free to download at [www.ibr.tcu.edu/pubs/datacoll/Adolescents.html](http://www.ibr.tcu.edu/pubs/datacoll/Adolescents.html) Others on the site might interest you too.

The site has the following terms of which you must be

aware of, and compliant with:

*The Institute of Behavioral Research at Texas Christian University is pleased to make available, without charge, a wide array of data collection instruments developed for drug abuse treatment and outcome assessments. Collectively, they are referred to as the "TCU Forms."*

*Terms of Use: Permission for the nonprofit research use of the TCU Forms is not required; however, it is requested that IBR be notified of their use, and that copies of reports based on these forms be sent as a professional courtesy to the IBR. No part of any TCU Form or its supporting material (i.e., instructions, scoring guides) may be copied, downloaded, stored in a retrieval system, or redistributed for any commercial purpose without the express written permission of the university.*

## Measures that assess change in work with families referenced in the Short Guide

Several are mentioned in the short guide and the links and addresses are reproduced here without additional information.

### **Home Assessment Pack**

Dept of Health, 2000  
ISBN 0113224257 or free to download:  
[www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4008144](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4008144)

The pack includes the Parenting Daily Hassles Scale, the Family Activity Scale and an Alcohol Scale.

### **CORE system**

[www.coreims.co.uk](http://www.coreims.co.uk)  
A very useful set of tools for measuring the impact of more psychologically or counselling types of interventions. Whatever sort of intervention your agency makes you may well find CORE a very useful starting point in finding helpful tools and how to apply them

### **STAR outcomes**

[www.outcomesstar.org.uk](http://www.outcomesstar.org.uk)

## Additional measures not cited in the Guide that assess change in work with families

### **McMaster Family Assessment Device**

*Epstein, N. B., Baldwin, L. M., & Bishop, D. S., 1983*  
*To be undertaken with whole families*

This is a 53 item questionnaire that is made of seven scales, one assesses general functioning whereas others ask questions about problem solving and communication amongst others, with a four point answering system, strongly agree, agree, disagree, and strongly disagree. It is gaining currency as a useful tool which generates helpful information and insight into family functioning.

Examples of questions include, 'After our family tries to solve a problem, we usually discuss whether it worked or not' and 'Planning family activities is difficult because we misunderstand each other'.

It is suitable for families with a child over 12 years old. Primary reference (you will need to subscribe to the journal):

Epstein, N. B., Baldwin, L. M., & Bishop, D. S. (1983). The McMaster Family Assessment Device. *Journal of Marital and Family Therapy*, 9, 171-180. Published by the American Association for Marital and Family Therapy. [www.researchconnections.org/location/10521](http://www.researchconnections.org/location/10521)

The McMaster Family Assessment Device is available from its originators, contact the Family Research Program, Butler Hospital, 345 Blackstone Boulevard, Providence, RI. 92906

### **Family Pressure Scale-Ethnic**

*McCubbin, H., Thompson, P. and Elver, K.*

*To be undertaken with parents*

Despite its bald title this 64 question with a four point scale answer system ('Not a problem' through to 'Large problem') is interesting as it is one of the few tools designed specifically for use with families from minority ethnic community backgrounds.

The questionnaire includes information seeking on couple conflict, children's racial or ethnic identity and life changes such as moving house. There are some obvious Americanisms like being worried about paying for healthcare and some specific references to community languages, nevertheless it may be worth having a look at the questionnaire as a whole as it has been found to have very good predictive value.

The primary reference is the handbook by McCubbin et al. In order to secure the scale you have to purchase the handbook and then follow instructions for registering to use the instrument.

Reference:

McCubbin, H.I., Thompson, A.I., Elver, McCubbin, 1996, M.A. Family Assessment Resiliency, Coping and Adaptation. *Inventories for research and practice*. Madison University of Wisconsin, pp227-236

### **Family Problem Solving Communication**

*McCubbin, H.I., Thompson, A.I., Elver, McCubbin*

*To be undertaken with parents*

This is another questionnaire from the same book, cited above. This questionnaire is considerably shorter, with only 10 questions and four point answers. The measure is seeking information on the quality of family communication, both positive and negative. How families communicate seems to play a major part in how families cope with hardships.

Questions include the 'incendiary' communications ones such as 'We yell and scream at each other' and the positive, 'we work to be calm and talk things through. It correlates well with other family functioning and well being devices so, despite a fairly small sample it seems to offer good reliability and validity.

The primary reference is the handbook by McCubbin et al. In order to secure the scale you have to purchase the handbook and then follow instructions for registering to use the instrument.

Reference:

McCubbin, H.I., Thompson, A.I., Elver, McCubbin (1996), M.A. Family Assessment Resiliency, Coping and Adaptation. *Inventories for research and practice*. Madison University of Wisconsin, pp639-686

### **Family Attachment and Changeability Index 8 (FACI8)**

*McCubbin, H.I., Thompson, A.I., Elver, McCubbin*

*For use with parents*

This is another measure from the handbook above. It is helpful in measuring overall family functioning and has good predictive ability of successful adaptation after interventions have taken place.

It is relatively short at 16 questions and has two columns for the answers, measuring how things are now and how the respondent would like them to be in the future, each column is answered with a five point scale, from 'Never' to 'Always'.

It has useful questions for anyone undertaking a family assessment, such as, "It is difficult to get a rule changed in our family" or "In our family everyone shares responsibility."

Within the 16 questions are two blended sub-scales, one asks questions about attachments (Questions 2, 5, 7, 9, 12, 13, 15 and 16) and the other measures capacity to change or changeability (Questions 1, 2, 4, 6, 8, 10, 11 and 14). This makes it a useful tool for use with families where such issues are sustaining problems,

Reference:

McCubbin, H.I., Thompson, A.I., Elver, McCubbin (1996), M.A. Family Assessment Resiliency, Coping and Adaptation. *Inventories for research and practice*. Madison University of Wisconsin pp725 - 751

### **Family Celebrations Index**

*McCubbin, H.I. and Thompson, A.I.*

This is perhaps an odd scale to offer but families' capacity to celebrate together an event of importance correlates well with measures assessing family functioning, flexibility, use of family time and family satisfaction.

It is short at nine items and a never, seldom, often, always, not applicable answering scale. The mean score

achieved by non-clinical families is 20.5 so anything less suggests a family you are working with has less strong family functioning. It does not mean that you need to help them celebrate birthdays but perhaps to focus your work on what stops a family noticing that an event is worthwhile recognising. To use the tool you have to contact The University of Wisconsin.

Contact:

Human Development & Family Studies  
3rd Fl Middleton Building  
University of Wisconsin-Madison  
1305 Linden Drive, Madison, WI, 53706  
[www.sohe.wisc.edu/hdfs/index.html](http://www.sohe.wisc.edu/hdfs/index.html)

### Family Member Wellbeing

*McCubbin, H.I and Patterson, J.*

This is another McCubbin et al measure from the handbook cited above, the page reference is 735–782. Wellbeing is a fairly new concept for use in the UK but this American measuring tool is nearly 15 years old or more, designed by the Wisconsin Team to measure adjustment of family members, it can be done with just one person, several or all family members.

It has only eight questions, asking for a rating on a range of emotions (afraid, angry, sad and how tense) and how much energy the respondent has had over the past month, on a nine point scale running from 'not sad at all' to 'very sad', for example.

It has good validity and internal consistency, has been tested on a non-clinical population, it is easy to score by simply adding the number of responses, with reverse scoring on questions 1,2,5,6, and 7. Higher scores indicate more positive family wellbeing. To use the tool see the contact details above.

### Some specific measures for parents in their parenting role

#### Kansas Parental Satisfaction Scale

*Schumm, W.R and Hall, J.*

*For use with parents*

This is a very simple and very short measure, taking two minutes or less to complete. The three questions on satisfaction with children's behaviour, satisfaction with oneself as a parent and one's relationship with children are answered using a seven point scale, ranging from 1= Extremely dissatisfied to 7= Extremely satisfied.

It is presented here as it correlates well with other very robust measures such as the marital satisfaction scales and the Rosenberg Self Esteem Scale cited above on page 2 of this briefing.

If you would like to look at it and see the research papers behind it then email Dr Schumm.

Contact: [schumm@hume.ksu.edu](mailto:schumm@hume.ksu.edu)

#### Parenting Scale

*Arnold, D., O'Leary, S., Wolff, L., Acker, M.*

*To be undertaken with parents*

This is a very helpful scale for families whose lives are chaotic as it measures dysfunctional and/or ineffective parenting practices of parents of younger children. Whilst it is designed for families with a child under four years it could be used with parents of older children as it is seeking to measure laxness/permissive parenting, over-reactivity and verbosity.

Questions include 'When my child does something I don't like... I do something about it every time it happens(1) through to I often let it go(7) and When my child misbehaves ....I usually get into a long argument about it....or I don't get into an argument.

Like the Family Pressure Scale (above) this scale seems to have very good predictive value and given its emphasis on 'problem areas' it seems to help workers target interventions, specifically parental skills training, including the use of standardised Parenting Programmes.

The primary reference for this measure is Arnold, D., O'Leary, S., Wolff, L., Acker, M. (1993). The Parenting Scale: A measure of dysfunctional parenting in discipline situations. *Psychological Assessments*. Number 5, pp 137–144.

The scale is available from the authors, above, at Psychology Department, State University of New York at Stonybrook, Stonybrook, NY. 11794

#### Parent Problem Checklist

© Mark R Dadds, University of New South Wales, Australia.

This questionnaire is a measure that assesses both the nature of the problems parents may be facing and how much of a problem it presents. This is one of the tools, along with the Goodman Parent Questionnaire, that you can use by giving to each parent. The difference in their score is useful information and helps us as workers to understand how the parental couple relationship may have a profound and unhelpful impact on children.

This measure has been devised by Mark Dadds as a part of the Triple P programme and explicit permission is required to use it for anything else.

Contact: [www.psy.unsw.edu.au/profiles/mdadds.html](http://www.psy.unsw.edu.au/profiles/mdadds.html)

### Other general and helpful measures

#### Work and Social Adjustment Scale (WSAS)

*Mundt J.C., Marks I.M., Shear M.K., Greist J.H.*

The Work and Social Adjustment Scale: a simple measure of impairment in functioning. *Br J Psychiatry*. 2002 May; 180:461.

Whilst this is not a parenting scale it is here because many services have asked for a measure that helps identify how a person's problems are affecting their

capacity to carry out their usual life's work, family relationships is one of the domains, which also include work and home management, it is short with only five questions answered on a zero to eight point scale measuring the extent to which people find themselves less able to function well in these areas of their lives.

### **Patient Health Questionnaire - 9 and Generalised Anxiety and Depression Questionnaire**

Similarly, services have asked for measures that help them understand depression and anxiety in parents, here the most convenient tools to use are those that have been selected for the Increasing Access to Psychological Therapies services (IAPT), they have made the Patient Health Questionnaire - 9 (PHQ-9) and the Generalised Anxiety and Depression Questionnaire (GAD) available with a clear scoring system, well worth a look if you are working in the area of parent -adult mental health.

Have a look at all the IAPT materials as you may find a number of them useful. The tools are on this page, link below, and are available in a number of other languages.

[www.iapt.nhs.uk/equalities/translations/](http://www.iapt.nhs.uk/equalities/translations/)

### **Measuring the quality of the co-parenting couple relationships, whether parents live together or apart**

The quality of this relationship matters greatly in its impact on the long term outcomes for children and we do not think about it enough – or even at all.

For help in understanding why it matters and what we can do about it download the new TCCR short guide: *Why We Don't, Why We Should and How We Could: A short guide to working with co-parents.* (TCCR 2012)

[www.tccr.ac.uk/index.php?option=com\\_sectionex&view=category&id=11&Itemid=120](http://www.tccr.ac.uk/index.php?option=com_sectionex&view=category&id=11&Itemid=120)

### **Locke-Wallace Marital Adjustment Test**

*Locke, H.J and Wallace, K.M*

This was one of the first short tools for measuring the marital adjustment and remains an important way of establishing health in the parental couple relationship, adjustment being defined as the accommodation of partners to each other at any given time. It is often referred to as Locke-Wallace as the word 'marital' may not be appropriate for some couples.

It is a 15 item scale and has what we might now consider some problematic language, for example the instructions to respondents invites them to consider the 7 point scale as representing 'very unhappy' at one end moving through 'happy' to 'perfectly happy' which

they suggest is for those few who experience 'extreme joy or felicity' in marriage.

These details apart it is a very good measure, it can distinguish between distressed and well-adjusted couples and correlates well with a variety of other measures.

It is available at [http://quantumchanges.com/couples\\_basic\\_questionnaires/Locke-Wallace%20Marital%20Adjustment.pdf](http://quantumchanges.com/couples_basic_questionnaires/Locke-Wallace%20Marital%20Adjustment.pdf)

Just remember that there are thousands of tools to help you measure the effect of what you are doing with and for families. If not of these seem right for you and your service then either contact [honor.rhodes@tccr.org.uk](mailto:honor.rhodes@tccr.org.uk) or your local Child and Adolescent Mental Health Service who may be able to find you something more helpful.



Training • Counselling • Psychotherapy • Research

The Tavistock Centre for Couple Relationships (TCCR) is the leading charity provider of highly specialised and affordable couple and parent counselling and psychotherapy. TCCR also offers a range of other relationship, parenting and psychosexual support services throughout London. Established in 1948, the charity is recognised in its field as a centre of advanced practice and study, both nationally and internationally. We run a rich and varied range of trainings from introductory courses, professional trainings through to professional doctorates in psychodynamic couple counselling and psychotherapy. Our courses are accredited by BACP, BPC and validated by the University of East London.

Tavistock Centre for Couple Relationships  
70 Warren Street, London W1T 5PB  
[www.tccr.ac.uk](http://www.tccr.ac.uk)

# Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months.

Child's Name .....

Male/Female

Date of Birth.....

|   | Not<br>True              | Somewhat<br>True         | Certainly<br>True        |
|---|--------------------------|--------------------------|--------------------------|
| Considerate of other people's feelings                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Restless, overactive, cannot stay still for long                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often complains of headaches, stomach-aches or sickness             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares readily with other children (treats, toys, pencils etc.)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often has temper tantrums or hot tempers                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rather solitary, tends to play alone                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally obedient, usually does what adults request                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many worries, often seems worried                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helpful if someone is hurt, upset or feeling ill                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Constantly fidgeting or squirming                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has at least one good friend  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often fights with other children or bullies them                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often unhappy, down-hearted or tearful                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally liked by other children                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Easily distracted, concentration wanders                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nervous or clingy in new situations, easily loses confidence        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kind to younger children  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often lies or cheats  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Picked on or bullied by other children                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often volunteers to help others (parents, teachers, other children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinks things out before acting                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Steals from home, school or elsewhere                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gets on better with adults than with other children                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many fears, easily scared   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sees tasks through to the end, good attention span                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you have any other comments or concerns?

**Please turn over - there are a few more questions on the other side**

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

|  |                          |                               |                                  |                                |
|--|--------------------------|-------------------------------|----------------------------------|--------------------------------|
|  | No                       | Yes-<br>minor<br>difficulties | Yes-<br>definite<br>difficulties | Yes-<br>severe<br>difficulties |
|  | <input type="checkbox"/> | <input type="checkbox"/>      | <input type="checkbox"/>         | <input type="checkbox"/>       |

If you have answered "Yes", please answer the following questions about these difficulties:

• How long have these difficulties been present?

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Less than<br>a month     | 1-5<br>months            | 6-12<br>months           | Over<br>a year           |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

• Do the difficulties upset or distress your child?

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Not<br>at all            | Only a<br>little         | Quite<br>a lot           | A great<br>deal          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

• Do the difficulties interfere with your child's everyday life in the following areas?

|                    |                          |                          |                          |                          |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                    | Not<br>at all            | Only a<br>little         | Quite<br>a lot           | A great<br>deal          |
| HOME LIFE          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FRIENDSHIPS        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CLASSROOM LEARNING | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LEISURE ACTIVITIES | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

• Do the difficulties put a burden on you or the family as a whole?

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | Not<br>at all            | Only a<br>little         | Quite<br>a lot           | A great<br>deal          |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Signature .....

Date .....

Mother/Father/Other (please specify:)

**Thank you very much for your help**