



CHILD DEVELOPMENT CLINIC

Date:

## Parent questionnaire

Dear Parents/Guardian,

We look forward to meeting you and your child at our initial appointment. Please assist by completing this form to the best of your ability and send electronically by email to [office@childdevelopmentclinic.com.au](mailto:office@childdevelopmentclinic.com.au) or bring to your appointment.

### Child's Details

|                             |                      |                |                      |
|-----------------------------|----------------------|----------------|----------------------|
| Name:                       | <input type="text"/> | Gender:        | <input type="text"/> |
| Address:                    | <input type="text"/> |                |                      |
| Town/Suburb:                | <input type="text"/> |                |                      |
| Postcode:                   | <input type="text"/> | State:         | <input type="text"/> |
|                             | <input type="text"/> | Date of Birth: | <input type="text"/> |
| What School do they attend: | <input type="text"/> |                |                      |
| What grade are they in?     | <input type="text"/> |                |                      |

### Guardian / Parents Details

|                        |                      |             |                      |
|------------------------|----------------------|-------------|----------------------|
| Your Name:             | <input type="text"/> |             |                      |
| Relationship to Child: | <input type="text"/> |             |                      |
| Parent 1 Name:         | <input type="text"/> | Occupation: | <input type="text"/> |
| Email Address:         | <input type="text"/> | Phone No.:  | <input type="text"/> |
| Parent 2 Name:         | <input type="text"/> | Occupation: | <input type="text"/> |
| Email Address:         | <input type="text"/> | Phone No.:  | <input type="text"/> |

What does your child enjoy and what are their strengths?

What are your concerns about your child?

What would you like our help with?

Have previous diagnoses been made? If yes, please list below.

Is your child currently on medication? If yes, please list below:

Please list medical specialists, allied health professionals and assessments/therapy accessed:

## NICHQ Vanderbilt Assessment Scale—PARENT Informant

Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Phone Number: \_\_\_\_\_

**Directions:** Each rating should be considered in the context of what is appropriate for the age of your child.  
When completing this form, please think about your child's behaviours in the past 6 months.

Is this evaluation based on a time when the child  was on medication  was not on medication  not sure?

| Symptoms                                                                                                                      | Never                   | Occasionally            | Often                   | Very Often              |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. Does not pay attention to details or makes careless mistakes with, for example, homework                                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 2. Has difficulty keeping attention to what needs to be done                                                                  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 3. Does not seem to listen when spoken to directly                                                                            | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 4. Does not follow through when given directions and fails to finish activities (not due to refusal or failure to understand) | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 5. Has difficulty organizing tasks and activities                                                                             | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 6. Avoids, dislikes, or does not want to start tasks that require ongoing mental effort                                       | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 7. Loses things necessary for tasks or activities (toys, assignments, pencils, or books)                                      | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 8. Is easily distracted by noises or other stimuli                                                                            | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 9. Is forgetful in daily activities                                                                                           | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 10. Fidgets with hands or feet or squirms in seat                                                                             | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 11. Leaves seat when remaining seated is expected                                                                             | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 12. Runs about or climbs too much when remaining seated is expected                                                           | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 13. Has difficulty playing or beginning quiet play activities                                                                 | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 14. Is "on the go" or often acts as if "driven by a motor"                                                                    | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 15. Talks too much                                                                                                            | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 16. Blurts out answers before questions have been completed                                                                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 17. Has difficulty waiting his or her turn                                                                                    | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 18. Interrupts or intrudes in on others' conversations and/or activities                                                      | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 19. Argues with adults                                                                                                        | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 20. Loses temper                                                                                                              | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 21. Actively defies or refuses to go along with adults' requests or rules                                                     | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 22. Deliberately annoys people                                                                                                | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 23. Blames others for his or her mistakes or misbehaviours                                                                    | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 24. Is touchy or easily annoyed by others                                                                                     | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 25. Is angry or resentful                                                                                                     | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 26. Is spiteful and wants to get even                                                                                         | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 27. Bullies, threatens, or intimidates others                                                                                 | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 28. Starts physical fights                                                                                                    | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 29. Lies to get out of trouble or to avoid obligations (ie, "cons" others)                                                    | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 30. Is truant from school (skips school) without permission                                                                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 31. Is physically cruel to people                                                                                             | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 32. Has stolen things that have value                                                                                         | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

The recommendations in this publication do not indicate an exclusive course of treatment or serve as a standard of medical care. Variations, taking into account individual circumstances, may be appropriate.

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Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD.

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American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

**NICHQ**  
National Institute for  
Children's Health Quality



HE0351

**NICHQ Vanderbilt Assessment Scale — PARENT Informant. continued**

Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Parent's Phone Number: \_\_\_\_\_

| <b>Symptoms (continued)</b> |                                                                              | <b>Never</b>            | <b>Occasionally</b>     | <b>Often</b>            | <b>Very Often</b>       |
|-----------------------------|------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 33.                         | Deliberately destroys others' property                                       | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 34.                         | Has used a weapon that can cause serious harm (bat, knife, brick, gun)       | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 35.                         | Is physically cruel to animals                                               | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 36.                         | Has deliberately set fires to cause damage                                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 37.                         | Has broken into someone else's home, business, or car                        | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 38.                         | Has stayed out at night without permission                                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 39.                         | Has run away from home overnight                                             | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 40.                         | Has forced someone into sexual activity                                      | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 41.                         | Is fearful, anxious, or worried                                              | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 42.                         | Is afraid to try new things for fear of making mistakes                      | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 43.                         | Feels worthless or inferior                                                  | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 44.                         | Blames self for problems, feels guilty                                       | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 45.                         | Feels lonely, unwanted, or unloved; complains that "no one loves him or her" | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 46.                         | Is sad, unhappy, or depressed                                                | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| 47.                         | Is self-conscious or easily embarrassed                                      | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

| <b>Performance</b>                                    | <b>Excellent</b>        | <b>Above Average</b>    | <b>Somewhat of a Problem</b> |                         |                         |
|-------------------------------------------------------|-------------------------|-------------------------|------------------------------|-------------------------|-------------------------|
|                                                       |                         |                         | <b>Average</b>               | <b>Problematic</b>      | <b>Problematic</b>      |
| 48. Overall school performance                        | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 49. Reading                                           | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 50. Writing                                           | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 51. Mathematics                                       | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 52. Relationship with parents                         | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 53. Relationship with siblings                        | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 54. Relationship with peers                           | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |
| 55. Participation in organized activities (eg, teams) | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/>      | 4 <input type="radio"/> | 5 <input type="radio"/> |

**Comments:**

**For Office Use Only**

Total number of questions scored 2 or 3 in questions 1–9: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 10–18: \_\_\_\_\_

Total Symptom Score for questions 1–18: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 19–26: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 27–40: \_\_\_\_\_

Total number of questions scored 2 or 3 in questions 41–47: \_\_\_\_\_

Average Performance Score: \_\_\_\_\_

