

PARENT QUESTIONNAIRE

Name:

Date:

(in person/on behalf of)

Communication with child

Words and tone directed to child are positive, with praise and encouragement.	<p>1</p> <ul style="list-style-type: none"> • Mostly Negative words 	<p>2</p> <ul style="list-style-type: none"> • Tone and words mostly neutral 	<p>3</p> <ul style="list-style-type: none"> • Positive tone sometimes. 	<p>4</p> <ul style="list-style-type: none"> • Always positive
Communication between parent and child is conversational.	<p>1</p> <ul style="list-style-type: none"> • No real communication 	<p>2</p> <ul style="list-style-type: none"> • Limited communication 	<p>3</p> <ul style="list-style-type: none"> • Responsive to some of child's attempts to communicate. 	<p>4</p> <ul style="list-style-type: none"> • Consistently responsive: focuses on child's interest.
Parent stimulates vocabulary development.	<p>1</p> <ul style="list-style-type: none"> • Language to child mostly giving directives. (Do this, don't do that). 	<p>2</p> <ul style="list-style-type: none"> • Basic use of words, to name some objects. 	<p>3</p> <ul style="list-style-type: none"> • Sometimes discusses child's interests. 	<p>4</p> <ul style="list-style-type: none"> • Consistently discusses child's interests.
Parent facilitates reading with child.	<p>1</p> <ul style="list-style-type: none"> • Rarely or never 	<p>2</p> <ul style="list-style-type: none"> • Less than once per week. 	<p>3</p> <ul style="list-style-type: none"> • At least once per week 	<p>4</p> <ul style="list-style-type: none"> • Reading activities happen at least once per day
Parent tries to extend child's vocabulary daily.	<p>1</p> <ul style="list-style-type: none"> • Language is very infrequent no attempts to teach new language. 	<p>2</p> <ul style="list-style-type: none"> • little language occurs, not many attempts to teach new language 	<p>3</p> <ul style="list-style-type: none"> • Parent speaks with child regularly, and introduces new words. 	<p>4</p> <ul style="list-style-type: none"> • Parent frequently uses extensive vocabulary when with child.

Child management and supervision

Parent knows what behaviors to expect.	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Has no idea what to expect. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Parent demonstrates limited knowledge of what to expect. 	<p style="text-align: center;">3</p> <p>Generally appropriate developmental expectations.</p>	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Language, activities, interactions, demands or requests of child consistently appropriate to age
Parent teaches child self control.	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Expectations unclear. • No consistency in expectations 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • No sense of plan. Expectations sometimes unclear. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Expectations somewhat clear. • Rules mostly consistent 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Behavioral expectations consistently communicated
Child discipline essentially non physical.	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Physical punishment main form of discipline 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Mild physical punishment a regular type of discipline. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Parents would rather not use mild physical punishment, and can name other types of discipline, 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Physical punishment not used
Uses positive words and tone in child management.	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Harsh words and tone consistently used. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Tone shows frustration, but not overly harsh. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Parent is sometimes kind and understanding 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Parent is kind and understanding yet firm
Provides for adequate supervision of child at home	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Child is sometimes left unsupervised (e.g. parent sleeping when baby is awake). 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Child safety protection not used at home, child is mostly with somebody looking after them 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Child's safety while in parent's care receives some attention. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Parent consistently aware of child's whereabouts and activities,

Parent/child activities (play)

Play between parent and child.	1 • Playful interaction between parent and child very rare.	2 • Parent minimally involved in activities with child.	3 • Parent & child engage in some play activities.	4 • Parent & child consistently engage in activities.
Parent uses appropriate methods of teaching child new skills.	1 • Parent rarely plays with child	2 • Child's choice of play Activity often not considered by parent.	3 • Parent sometimes chooses activities which can be reasonably accomplished	4 • Parent consistently chooses & participates in activities which can be accomplished
Expands on child's activities to encourage development	1 • Parent makes no attempt to encourage development through play.	2 • Parent ineffective in attempts at using play	3 • Parent shows some ability to encourage development	4 • Parent skillful at recognizing teachable moments in activities
Activities with parent and child happen regularly and address all school readiness domains.	1 • Child is not exposed to varied activities that stimulate school-readiness skills.	2 • Parent allows play but does not plan for, facilitate, or participate in stimulating play or activities.	3 • Parent sometimes provides activity opportunities and participates appropriately.	4 • Parent frequently provides activity opportunities and participates appropriately.
Parent monitors and limits television watching	1 • Television is on continuously, used as "babysitter" by parent.	2 • Television on most of the time, but child has some play activities besides television watching.	3 • Parent sometimes monitors and limits time & quality of TV watching.	4 • Parent carefully monitors both time & quality of TV watching.

Nurturing

<p>Parent reads and responds appropriately to child's cues</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Parent consistently does not understand child's verbal and/or nonverbal cues 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Parent responds to only very obvious signals given by child. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Parent sometimes understands and responds appropriately to child's subtle cues. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Parent consistently understands and responds appropriately to child's subtle verbal and/or nonverbal signals .
<p>Positive interaction is apparent.</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Parent's demeanor is clearly and consistently flat, negative, tense when interacting with child. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Neutral demeanor usually displayed toward child when interacting. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Parent's demeanor is sometimes gentle, caring, & loving when talking, playing, interacting with child. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Parent's demeanor is clearly and consistently gentle, caring, & loving
<p>Parent displays empathy-- identifies with and cares about feelings of child</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Parent denies, distorts, or does not recognize or acknowledge child's feelings. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Parent rarely alters their behavior in response to child's distress. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Parent sometimes alters their behavior in response to child's distress. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Parent consistently alters their behavior in response to child's distress.
<p>Parent describes child in positive terms, sees behavior as normal, responds positively to praise of child offered by visitor</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Consistently negative in describing or talking about child. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Neutral in describing or talking about child. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Sometimes positive in describing or talking about child. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Always positive in describing or talking about child.
<p>Feeding times are pleasant for both parent and child, child is nourished appropriately.</p>	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Meals not eaten together--or mealtimes tense and unpleasant. 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Meals not a time for social interaction, though not tense or unpleasant. 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Meals eaten together sometimes. 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> • Meals eaten together routinely.

Enriched environment

Environment is conducive to learning through play	1 * Minimal availability of materials and/or access mostly denied.	2 * Toys may be available, but no sense of purposefulness or planning in providing play materials.	3 * Materials for different domains present and access allowed some of the time.	4 * Materials purposefully made available in all domains with adequate time and access allowed.
Parent provides space for exploration	1 * Child is confined to small area or in a swing, car seat, playpen, walker, etc much of the time. Very limited opportunities for movement and exploration.	2 * Parent takes little action to insure adequate space and opportunities for exploration, though does not actively restrict exploration.	3 * Child allowed to explore, space adequate. Parent shows some skill in providing well balanced environment and encouraging creative interaction with environment.	4 * Child is consistently encouraged to interact with environment in a way that enhances growth and development.
Child is exposed to a variety of environments	1 * Exposure to varied environments very restricted.	2 * Limited exposure to out-of-home environments to meet adult or family needs	3 * Get out of the home with some regularity and to a few educational environments.	4 * Planning apparent for exposing children to variety of stimulating environments
Environment is safe	1 * Unsafe conditions obviously present consistently (e.g. plugs exposed, breakable items in child's reach, small objects in reach, etc.);	2 * Parent takes little purposeful action to child-proof home, though no obvious serious safety hazards observed.	3 * Mostly safe, clean, parent is concerned. Major safety issues have been dealt with (car seat, dangerous materials removed, etc).	4 * Parent consistently displays awareness of child's safety in all environments.
Routines and rituals are present in daily activities	1 * Lifestyle is consistently chaotic and irregular. Parent can name no regular routine or ritual.	2 * Few routines present, though child is adequately rested and fed.	3 * Some healthy routines present.	4 * Routines and rituals are comfortable, natural,