

.....'S BOOK

TEDS  
Research Centre  
113 Denmark Hill  
FREEPOST LON7567  
LONDON  
SE5 8YZ  
(0800) 317029

## HOW TO FILL IN THIS BOOKLET

Thank you for agreeing to fill in this booklet. Before you start, here are a few instructions that we would like you to read.

**PLEASE NOTE: THE GAMES AND QUESTIONS ARE PRINTED ON BOTH SIDES OF THE PAGE THROUGHOUT THIS BOOKLET.**

**The first part** of this booklet has some games for you to play with your child.

There are four different types of games:

- 'Find the Pair', picking two items that go together;
- 'Drawing', copying circles, lines and patterns;
- 'Puzzles, finding the piece that comes next;
- 'Looking at Pictures', finding the named picture.

Each game has its own set of instructions, **PLEASE READ THESE INSTRUCTIONS CAREFULLY** before playing the games.

**The second part** of this booklet has some questions for you to answer about your child.

Most of these questions ask you to put a tick in the box against the answer that most applies to your child. **For example:**

<b>Does your child know which foot to put each shoe on?</b>	YES	NO	DON'T KNOW
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please remember that every child has a different way of developing, and this is a big part of what interests us. You may recognise some of the games and questions that we asked when your child was three years old. By **repeating** some questions, we hope to see how your child is learning as s/he grows up.

Please be as honest as you can when answering our questions.

**Everything you tell us will be kept strictly confidential.**

Please try to answer **all** the questions you are asked. It is very important that the booklets are completed as fully as possible, so that we can get a full picture of your twins.

We realise that parents of twins are very busy, so don't feel that you have to answer all our questions on the same day. However, please put a date on the pages where we ask for 'Today's Date', at the top of the page.

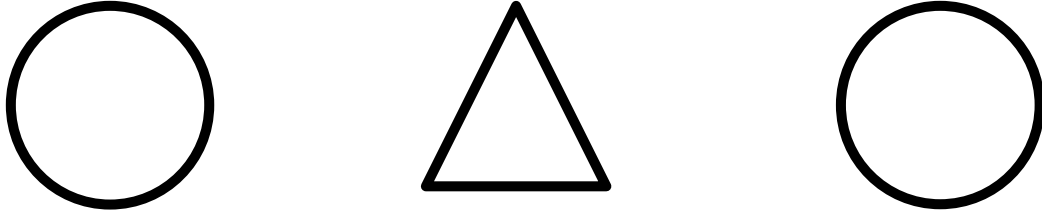
It would be helpful if you would write as clearly possible.

**THANK YOU FOR YOUR TIME AND ASSISTANCE IN FILLING OUT THIS BOOKLET.**

# Find the Pair

## EXAMPLES FOR YOU

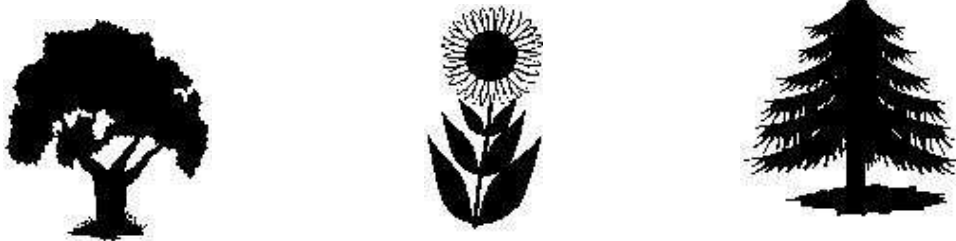
### Example 1



Look at the three different pictures above. Two of the pictures go together, and one doesn't. There are two circles and one triangle. The circles are a "pair", but the triangle does not belong.

For each "Find the Pair" game, we would like your child to show you which pictures go together.

### Example 2

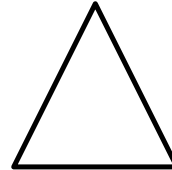
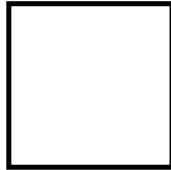
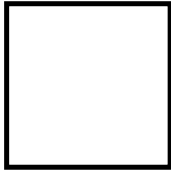


Look at the three different pictures above. Two of the pictures go together, and one doesn't. This example is harder than Example 1. Although all of the pictures are plants, the trees go together, and the flower does not. The trees are a "pair".

# Find the Pair

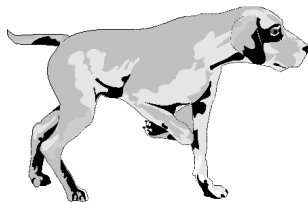
## EXAMPLES FOR YOUR CHILD

### Example 1



Point to the squares and the triangle above. Say to your child, “**Look at all these shapes**”. Point to the two squares and say, “**Look, these go together**”. Now point to the triangle and say, “**This one doesn’t go with the others. It is different**”. Point to the squares again and say, “**But these go together**”.

### Example 2



Point to the dogs above. Say to your child, “**Look at all these pictures**”. Point to the two dogs that are SITTING DOWN and say, “**Look, these go together**”. Now point to the dog that is STANDING UP and say, “**But this one doesn’t go. It is different**”. You may explain the difference if your child does not seem to understand.

TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

## Find the Pair

### Instructions

Each "Find the Pair" game has three pictures for your child to choose from - there are two games on a page.

For each of the games, show your child all three pictures first. Say to your child, "**Which pictures go together? Can you show me which ones belong together?**".

**MAKE SURE THAT YOU DO NOT NAME THE PICTURES**, although some children may like to name them themselves.

For each game, circle all of the pictures that your child points to. If your child does not point to any of the pictures, put an X in the box called "Your Box".

**Please remember:** we do NOT expect children of your child's age to be able to do all of the games. Try all of the games if you can. You may be surprised!

---

For Office Use Only	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16

**FIND THE PAIR 1**

Circle 1      Triangle 1      Circle 2

Your box

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX"

**FIND THE PAIR 2**

Burger 1      Soccer Ball 1      Soccer Ball 2

Your box

**FIND THE PAIR 3**

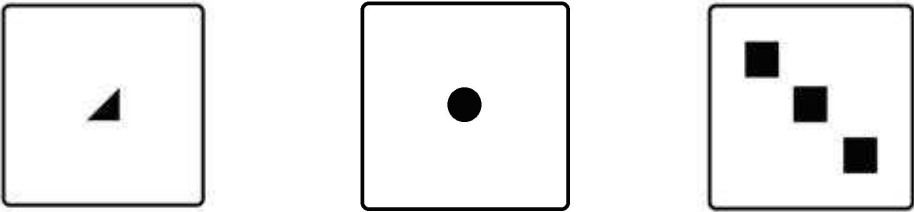
The large frame contains three square boxes, each with four black dots arranged in a 2x2 grid. To the right of these boxes is a smaller square box labeled "Your box".

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

**FIND THE PAIR 4**

The large frame contains three square boxes with different dot patterns: the first has two dots (top-left and bottom-right), the second has five dots (corners and center), and the third has two dots (top-right and bottom-left). To the right of these boxes is a smaller square box labeled "Your box".

**FIND THE PAIR 5**




Three square boxes are arranged horizontally. The first box contains a small black right-angled triangle in the bottom-right corner. The second box contains a small black circle in the center. The third box contains three small black squares arranged in a descending diagonal line from the top-left to the bottom-right.

Your box

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

**FIND THE PAIR 6**

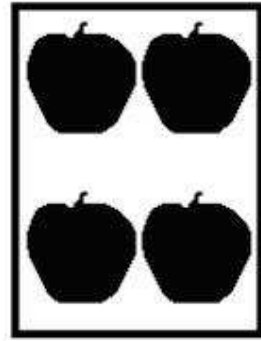
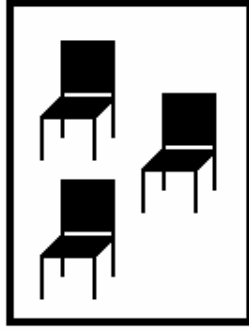
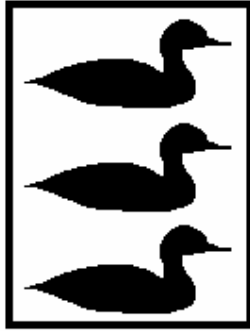


Three square boxes are arranged horizontally. The first box contains a square with a diagonal line from the top-left to the bottom-right, with the area below the diagonal shaded black. The second box contains a solid black square. The third box contains a square with a diagonal line from the top-left to the bottom-right, with the area above the diagonal shaded black.

Your box



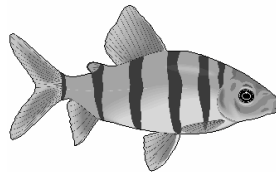
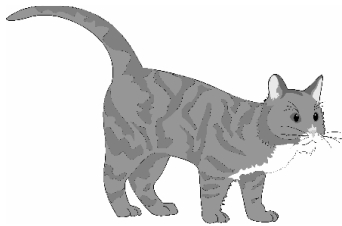
**FIND THE PAIR 7**



Your box

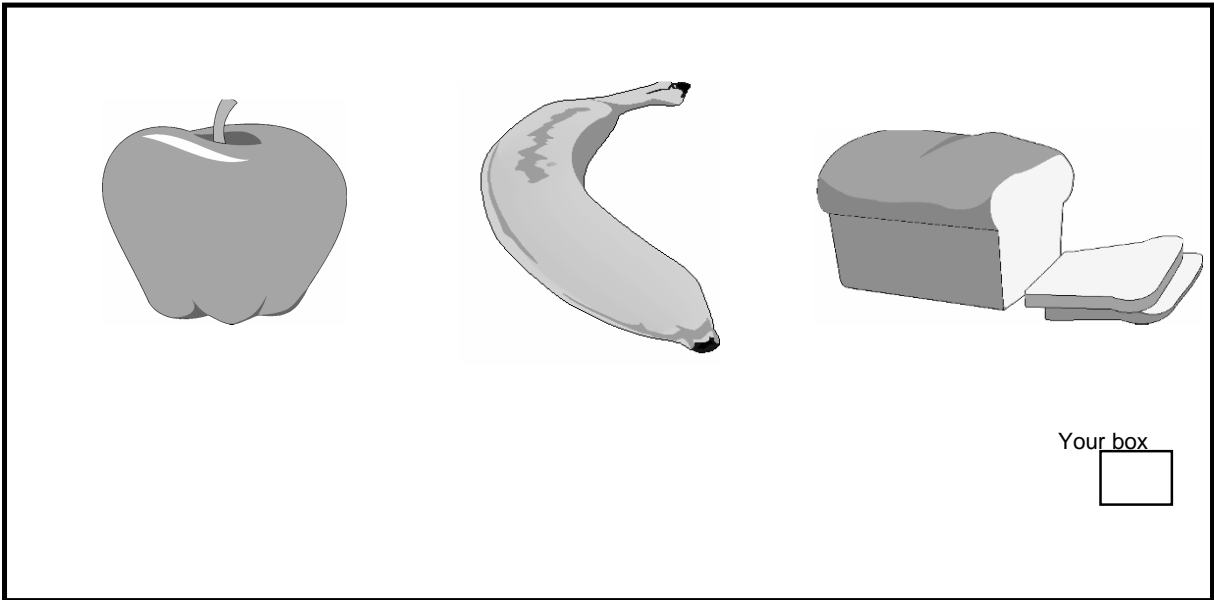
**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

**FIND THE PAIR 8**



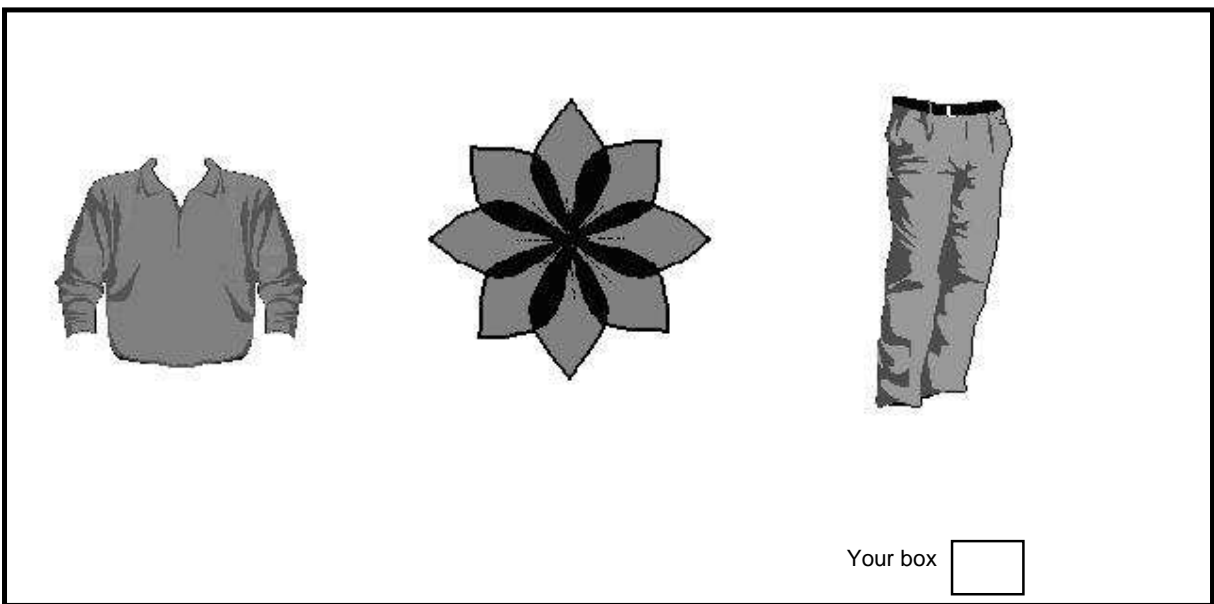
Your box

**FIND THE PAIR 9**

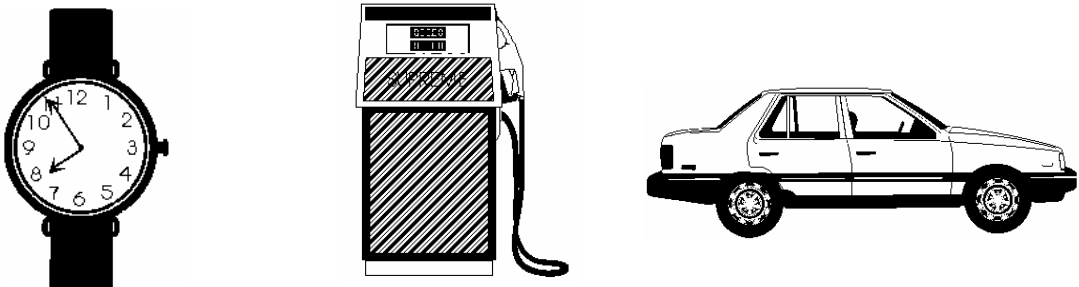


**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

**FIND THE PAIR 10**



**FIND THE PAIR 11**

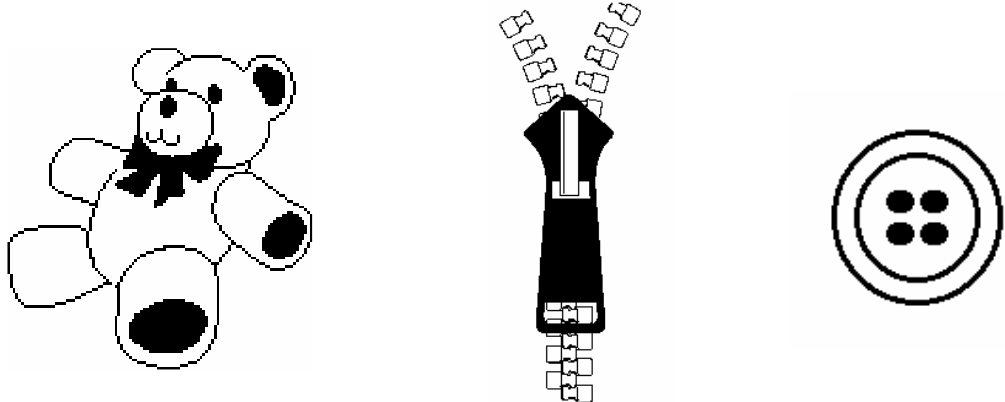


A watch with a black strap and a white face with black numbers and hands. A gas pump with a digital display and a nozzle. A side view of a sedan car.

Your box

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

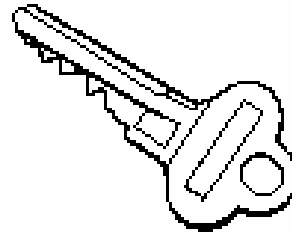
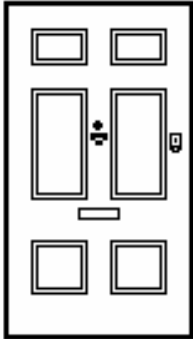
**FIND THE PAIR 12**



A teddy bear with a bow tie. A zipper with teeth and a pull tab. A round button with four holes.

Your box

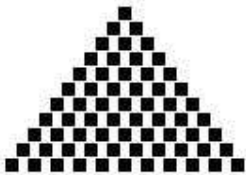
**FIND THE PAIR 13**



Your box

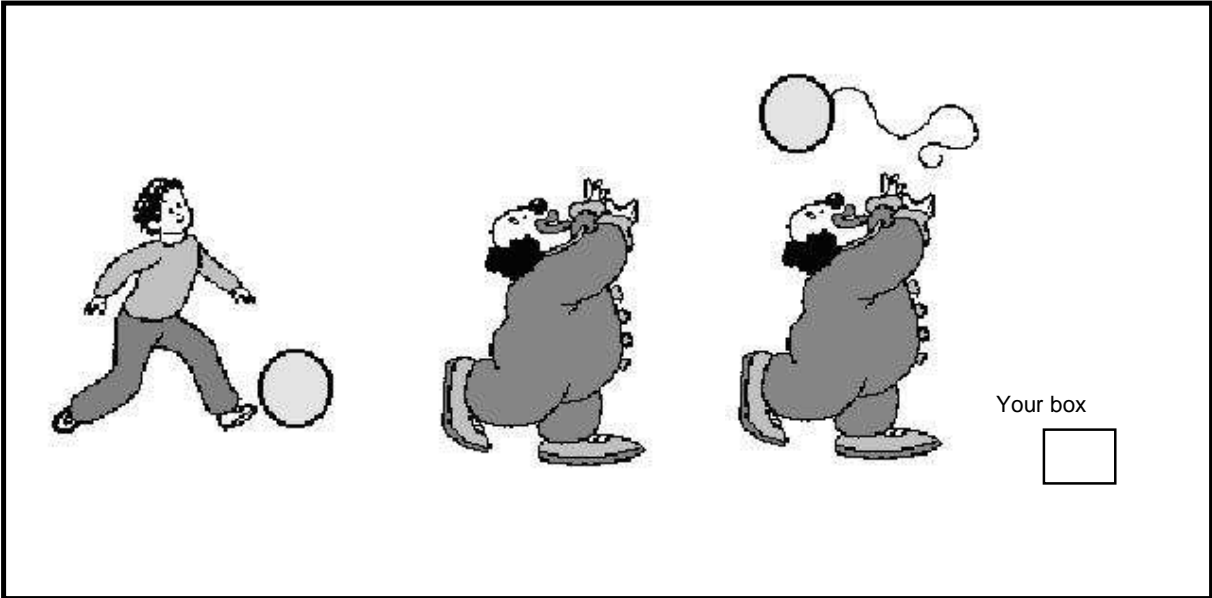
**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

**FIND THE PAIR 14**



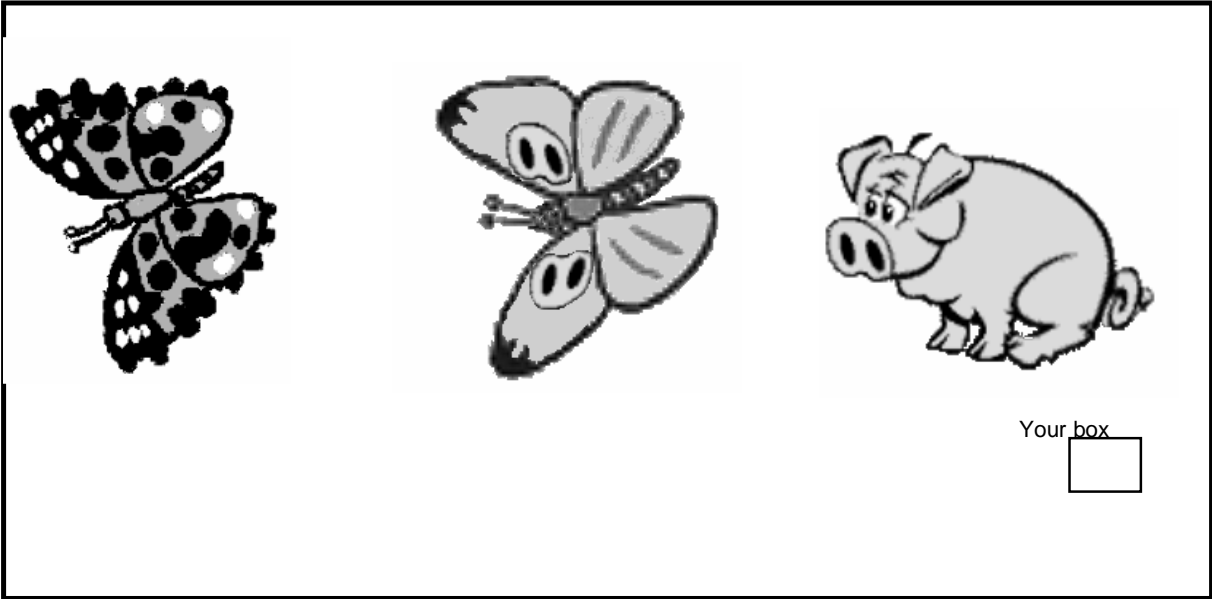
Your box

FIND THE PAIR 15



**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

FIND THE PAIR 16



## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **FIND THE PAIR** game you have just played with him/her.

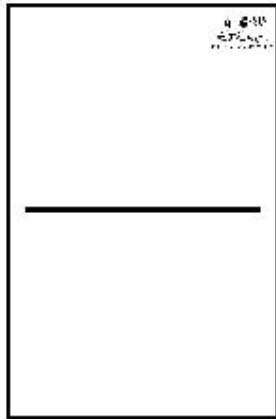
		YES	NO	For Office Use Only
1)	Did your child <b>EVER</b> say anything like “I can’t do it” or “I don’t like this” while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Did your child <b>EVER</b> get angry or frustrated while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Did your child <b>EVER</b> shrug his/her shoulders, turn away from the game, or try not to look at you or the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Did your child <b>EVER</b> want to stop playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

## DRAWING: copying you

You will need: Pencil or crayon for drawing.


The next four pages look a bit like this:



Near the top of each page there is an instruction, for example "**Draw a circle**".

Each time, please draw the shape that the instruction asks for in the top part of the page (above the thick black line).

Then give the pencil or crayon to your child, point to the bottom of the page (below the black line) and ask your child to "**Draw one like that, right here. Draw the same thing, just like mine right here**".

Draw a circle - 





Draw a horizontal line -



Draw a vertical line -



## **DRAWING: copying us**

You will need: Pencil or crayon for drawing.

Now we would like your child to copy some shapes without watching you first.

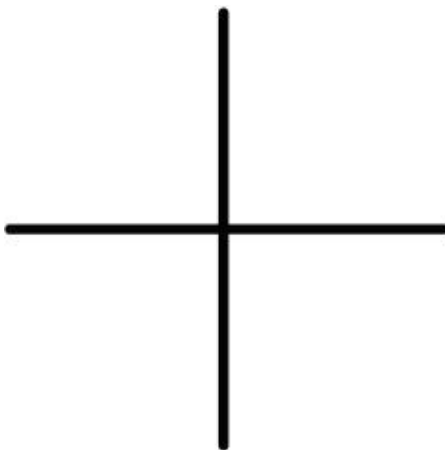
On the top half of the next three pages there are drawings of shapes for your child to copy. For each of these drawings, say to your child "**Can you draw one just like this?**" and point to the shape. Then point to the bottom half of the page and say "**Draw one like that right here**".

**Please also note:** there is also a question for you to answer at the bottom of these pages.



Which hand did your child hold the pencil or crayon in?

- Left       Right       Changed from hand to hand

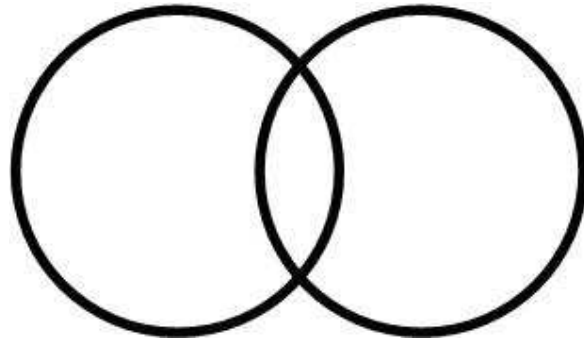


Which hand did your child hold the pencil or crayon in?

Left

Right

Changed from hand to hand



Which hand did your child hold the pencil or crayon in?

- Left       Right       Changed from hand to hand

TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

## **DRAWING: alone**

You will need: Pencil or crayon for your child to draw with.

**The next page is blank for your child's drawing.**

IF YOUR CHILD IS A GIRL, SAY:

**"Draw me a picture of a girl. Do the best that you can. Make sure that you draw all of her".**

IF YOUR CHILD IS A BOY, SAY:

**"Draw me a picture of a boy. Do the best that you can. Make sure that you draw all of him".**

If your child hesitates, encourage him/her, saying things like **"You draw it all on your own, and I'll watch you. Draw the picture any way you like, just do the best picture you can"**.

**Do not** say which parts of the body to draw. It is very important that you **do not mention** any of the body parts that your child could include in the picture.

If your child stops before the picture seems to be finished, say **"Is s/he finished? Is that all of him/her?"**

When your child has finished the picture be sure to have a look at it, and admire it!

**DRAWING: alone**

For Office

Use Only

h

e

n

m

ea

b

a

l

f

c

t



## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **DRAWING** game you have just played with him/her.

		YES	NO	For Office Use Only
1)	Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Did your child EVER get angry or frustrated while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Did your child EVER want to stop playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

# Puzzles

## EXAMPLE FOR YOUR CHILD

"Which one goes next?"

Point to the three black dots at the top in the box above:

Say to your child, **"Look at these"**. Now point to the empty shape on the right and say, **"There is a piece missing here. Let's try to work out which piece goes next"**.

Point to the biggest black dot and say, **"This is the first one and it is a BIG black dot"**. Point to the second black dot and say **"Here is the next one. It's a bit smaller"**. Point to the third black dot and say **"Here is the next one. It's another black dot, and it is even smaller"**.

Now point to the puzzle pieces below the box:

Say, **"Look at all these pieces. Which one of these do you think is the missing piece? Which one goes next?"**

Point to the piece with the smallest black dot. Say, **"All the dots were black, and they were getting smaller and smaller. So, this one, the smallest black dot, must go next. This piece is the only one that fits. It must be the missing piece"**.

**IF YOUR CHILD DOES NOT SEEM TO UNDERSTAND, YOU MAY EXPLAIN THIS EXAMPLE AGAIN IN YOUR OWN WORDS.**

# Puzzles

## INSTRUCTIONS

On the next few pages, there are some more puzzle games

From now on please **do not** help your child to find the correct piece to finish the puzzle. If your child does not seem to understand the first puzzle, you may return to the example page and explain again.

For each game, point to the pictures at the top and say something like, "**Look at this**". Point to the empty shape on the right and say something like, "**There is a piece missing here.**"

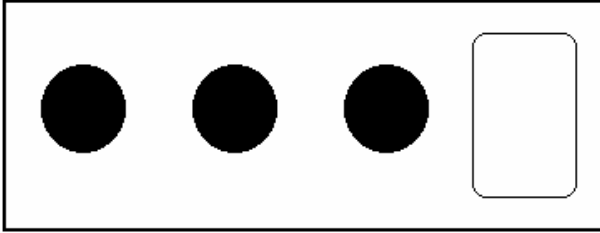
Point to the puzzle pieces and say, "**Which piece will fit? Which one goes next?**".

For each game, circle all of the pictures that your child points to. If your child does not point to any of the pictures, put an X in the box called "Your Box".

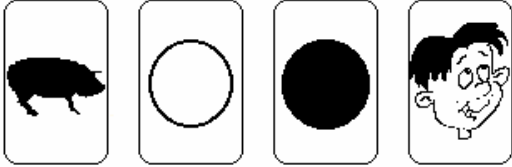
---

For Office Use Only	1	2	3	4	5	6
	7	8	9	10	11	12

**PUZZLES 1**



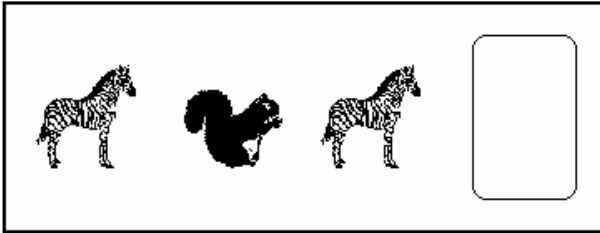
"Which one goes next?"




Your box

**REMEMBER FOR EACH GAME: CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN X IN THE BOX CALLED "YOUR BOX"**

**PUZZLES 2**



"Which one goes next?"



Your box

**PUZZLES 3**

Which one goes next?

Your box

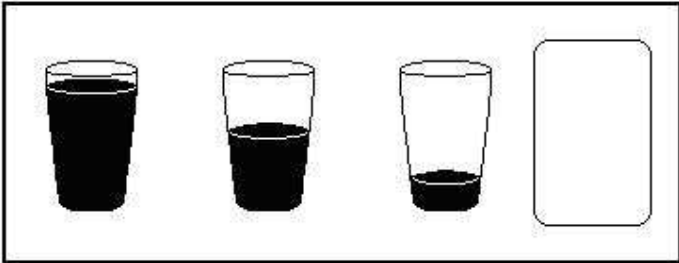
**REMEMBER FOR EACH GAME: CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN X IN THE BOX CALLED "YOUR BOX"**

**PUZZLES 4**

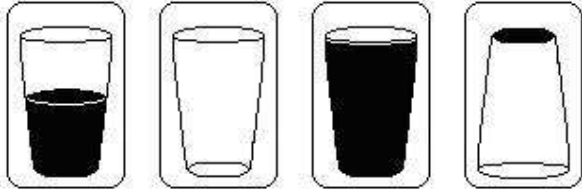
Which one goes next?

Your box

**PUZZLES 5**



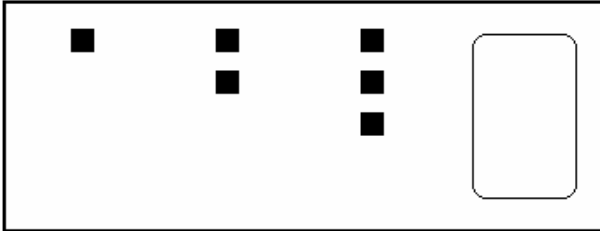
"Which one goes next?"



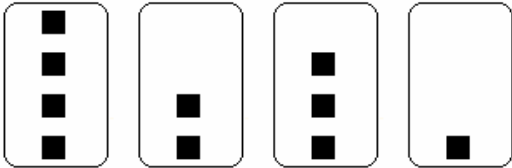
Your box

**REMEMBER FOR EACH GAME: CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN X IN THE BOX CALLED "YOUR BOX"**

**PUZZLES 6**

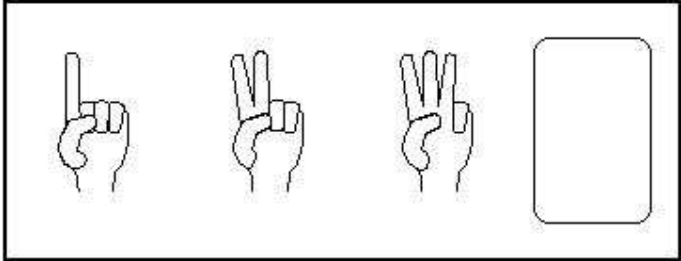


"Which one goes next?"

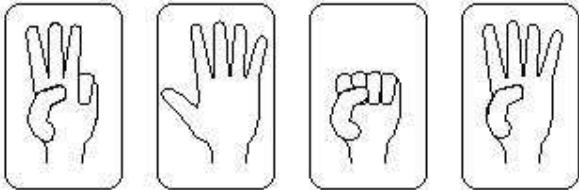


Your box

**PUZZLES 7**



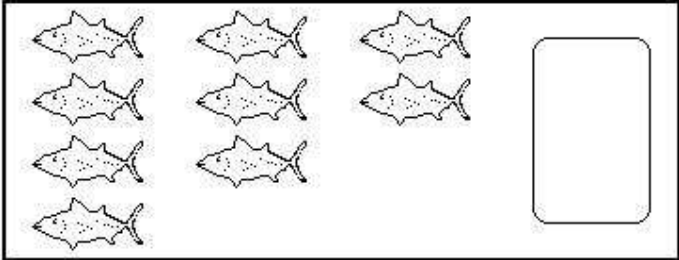
"Which one goes next?"



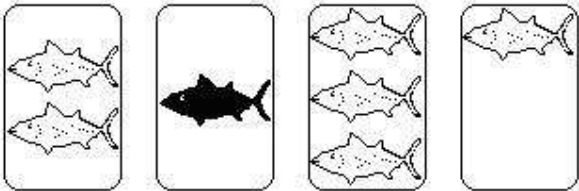
Your box

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX"

**PUZZLES 8**



"Which one goes next?"



Your box



**PUZZLES 9**

Which one goes next?

Which one goes next?

Your box

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX"

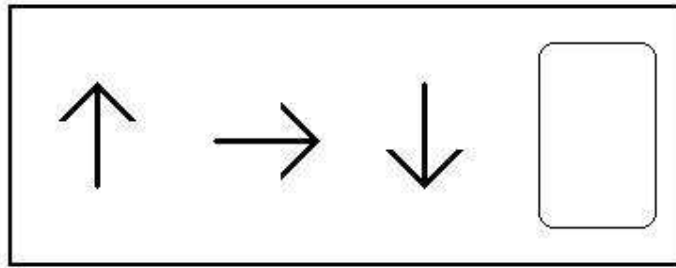
**PUZZLES 10**

Which one goes next?

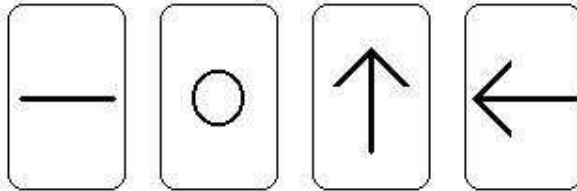
Which one goes next?

Your box

**PUZZLES 11**



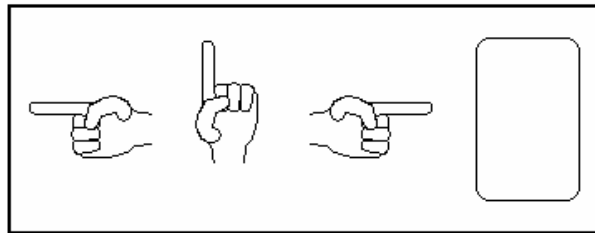
"Which one goes next?"



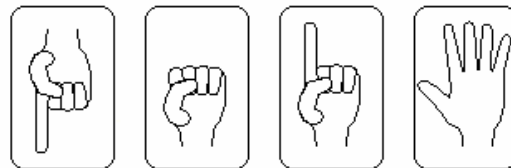
Your box

**REMEMBER FOR EACH GAME:** CIRCLE ALL THE PICTURES YOUR CHILD POINTS TO. IF YOUR CHILD DOESN'T POINT TO ANY OF THEM, PUT AN **X** IN THE BOX CALLED "YOUR BOX"

**PUZZLES 12**



"Which one goes next?"



Your box

## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **PUZZLES** you have just played with him/her.

		YES	NO	For Office Use Only
1)	Did your child <b>EVER</b> say anything like “I can’t do it” or “I don’t like this” while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Did your child <b>EVER</b> get angry or frustrated while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Did your child <b>EVER</b> shrug his/her shoulders, turn away from the game, or try not to look at you or the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Did your child <b>EVER</b> want to stop playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

## Looking at Pictures

### INSTRUCTIONS

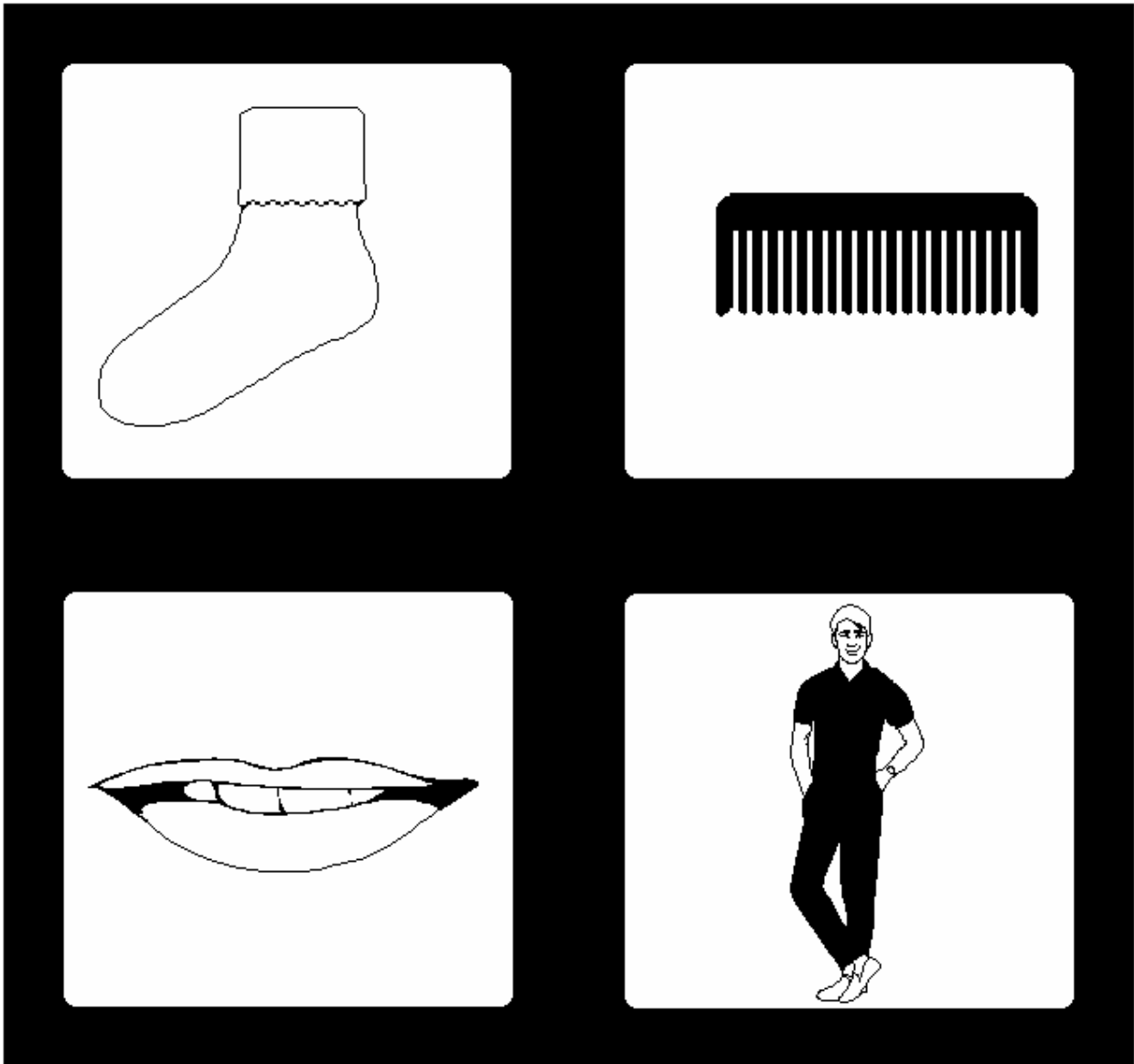
On the next page there are four pictures.

Show your child all of the pictures, and say, **“Let’s look at some pictures. See all of the pictures on this page?”**. Now say, **“Where is the man? Show me the man. Put your finger on the man.”**

If your child points to more than one picture, or does not point to the picture of the man, say, **“That’s a good try, but look.”** Point to the picture of the man, and say **“Look, here is the man. This is the picture of the man.”** Now say, **“You show me, where is the man? Put your finger on the picture of the man.”**

When your child has pointed to the picture of the man, please turn to page 39.

# man



# Looking at Pictures

## INSTRUCTIONS

On the next few pages there are more pictures.

For each page, show the pictures to your child, and say, “**Show me...**” using the word printed at the top of each page.

Do not tell your child if s/he is wrong, just encourage him/her to keep going by saying, “**That’s fine**”, or “**You’re doing well**”.

Please be sure not to give your child any clues, that is:

- DO NOT look at the correct picture
- DO NOT use the word in a sentence
- DO NOT give your child a definition of the word

For each game, circle the picture that your child points to. If your child does not point to any of the pictures, or points to more than one picture, put an X in the box called “Your Box”.

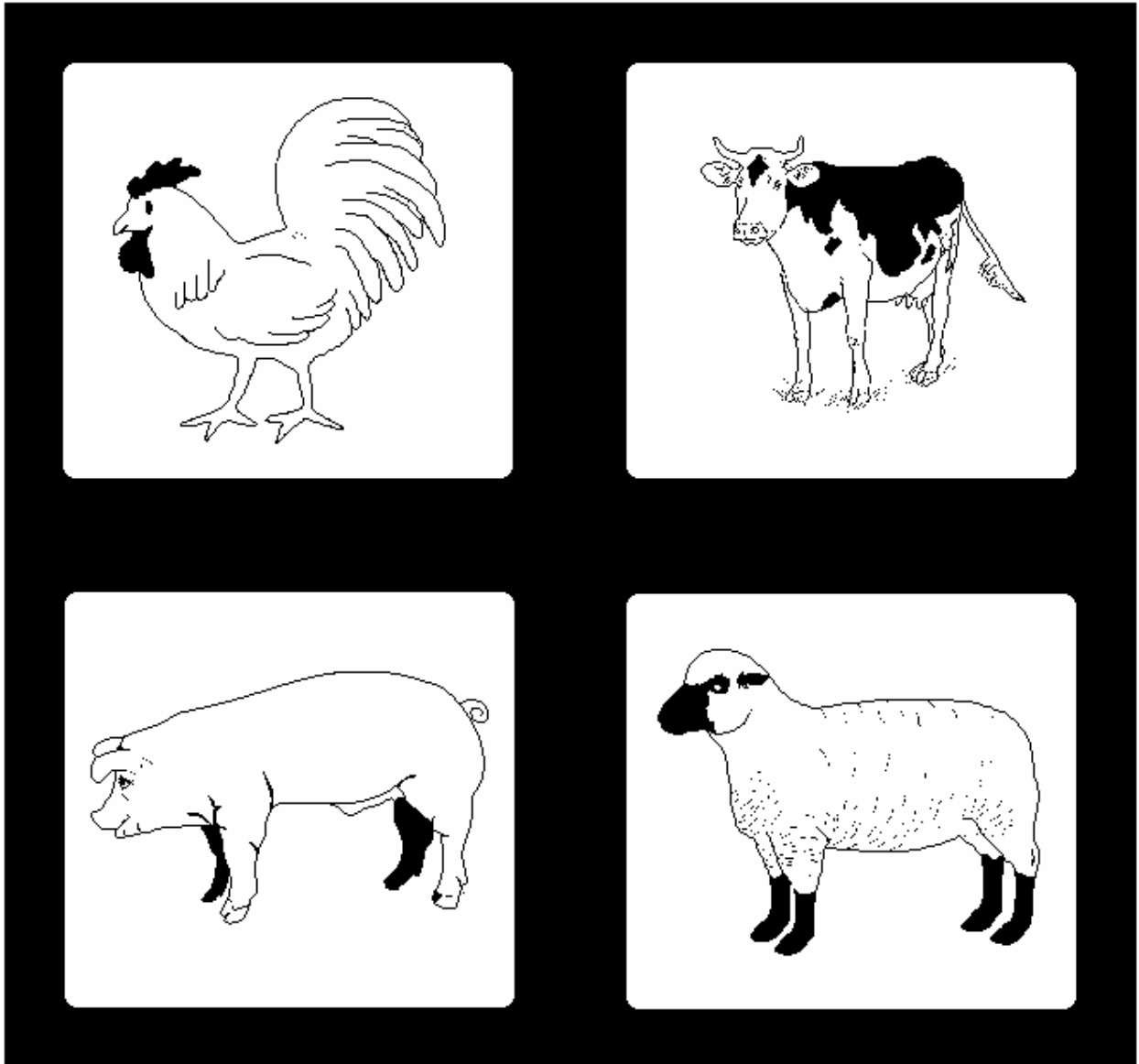
---

For Office Use Only	1	2	3	4	5	6	7	8	
------------------------	---	---	---	---	---	---	---	---	--

LOOKING AT PICTURES 1

# COW

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".



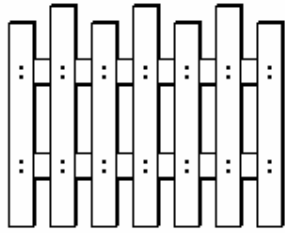
Your box



LOOKING AT PICTURES 2

# fence

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

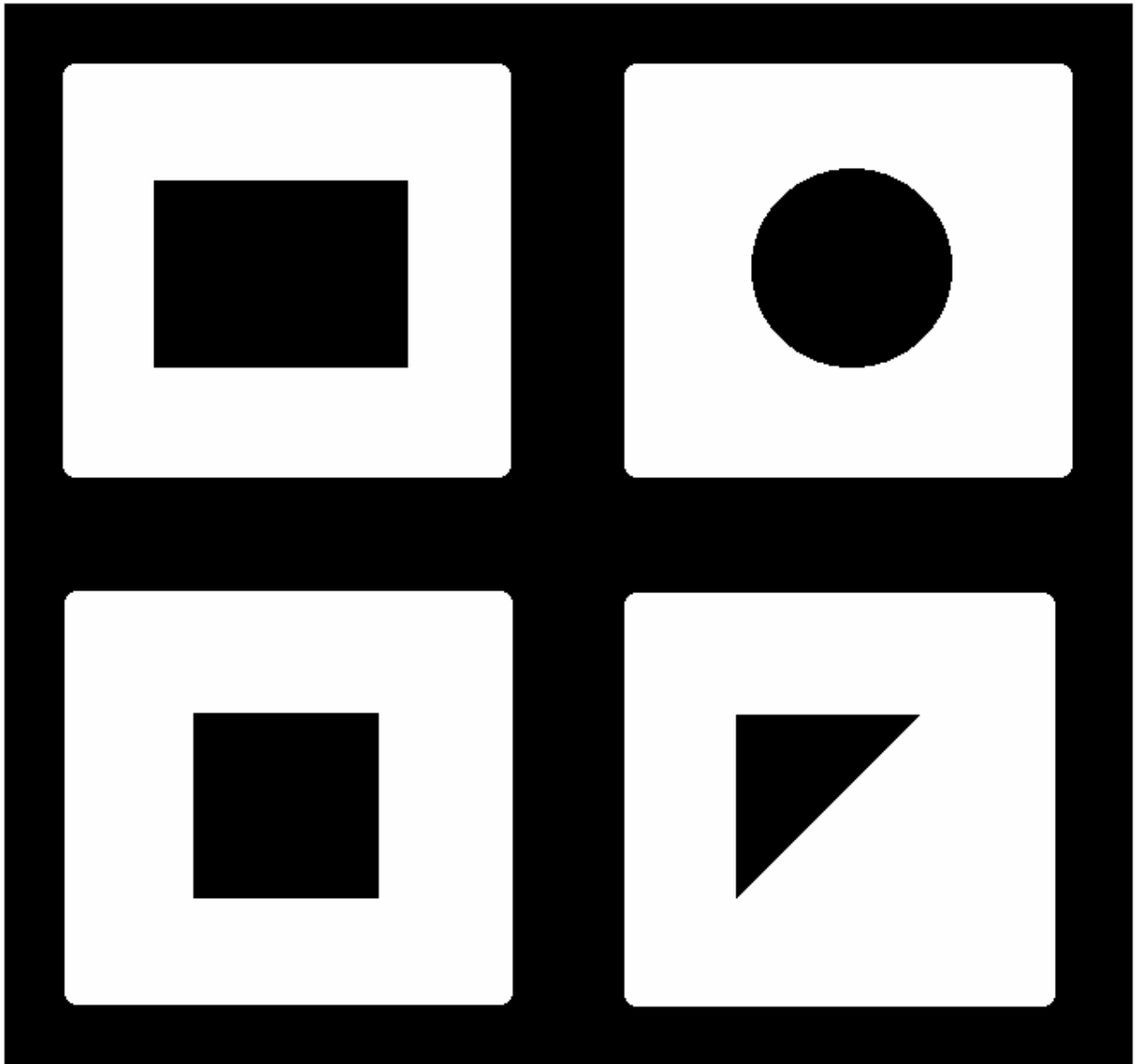


Your box

LOOKING AT PICTURES 3

# square

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

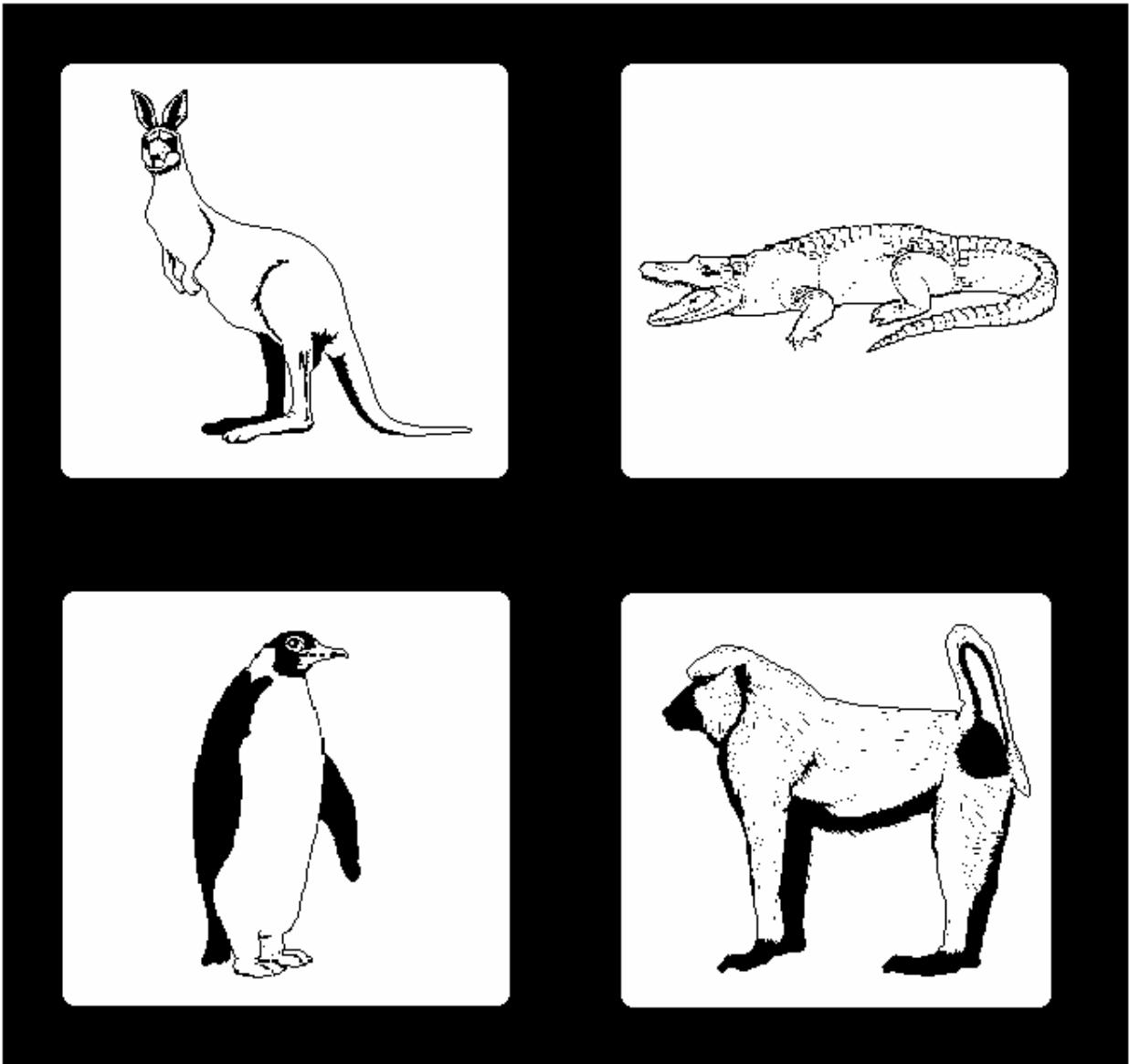


Your box

LOOKING AT PICTURES 4

# penguin

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

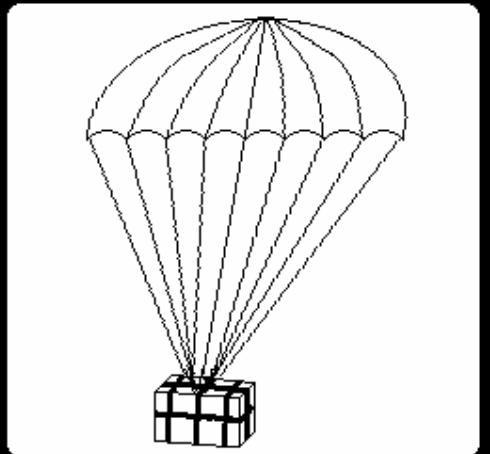
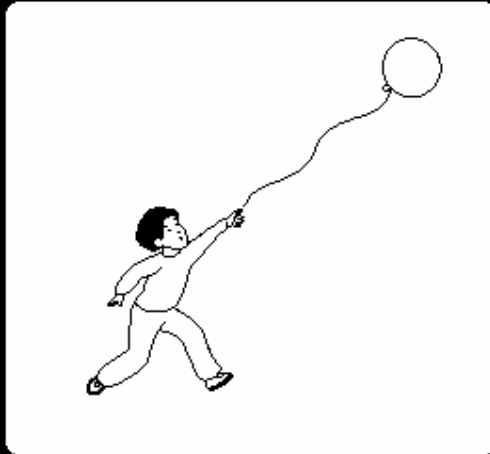
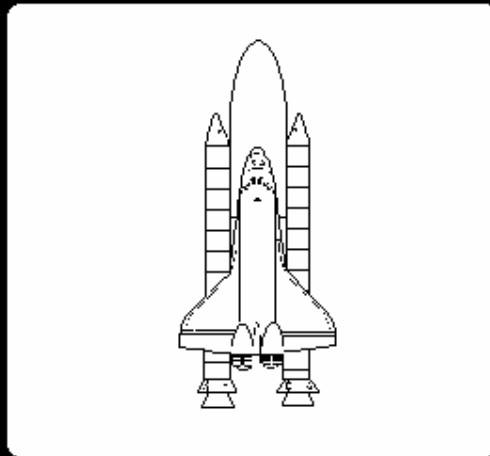


Your box

LOOKING AT PICTURES 5

# parachute

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

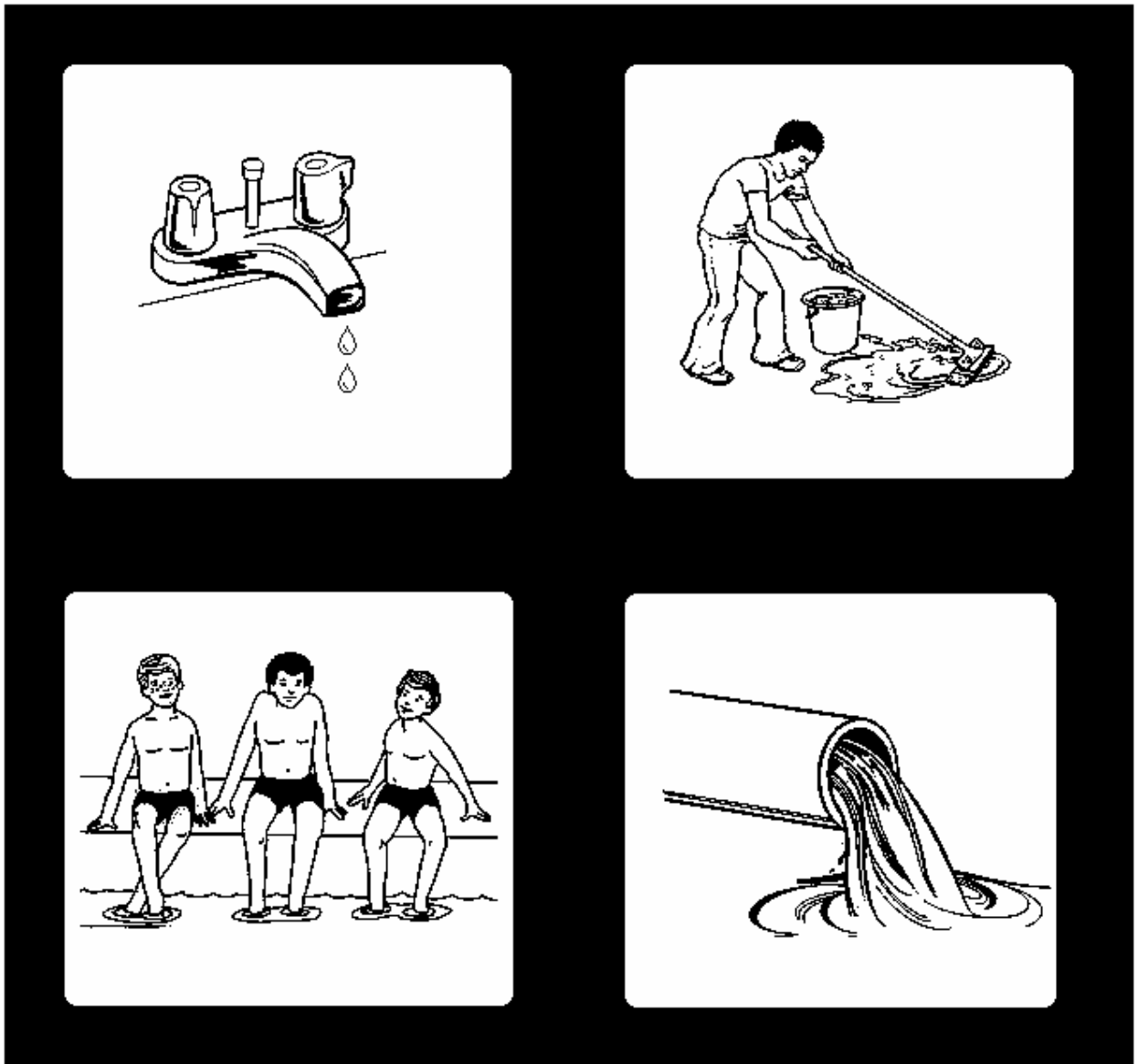


Your box

LOOKING AT PICTURES 6

# dripping

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

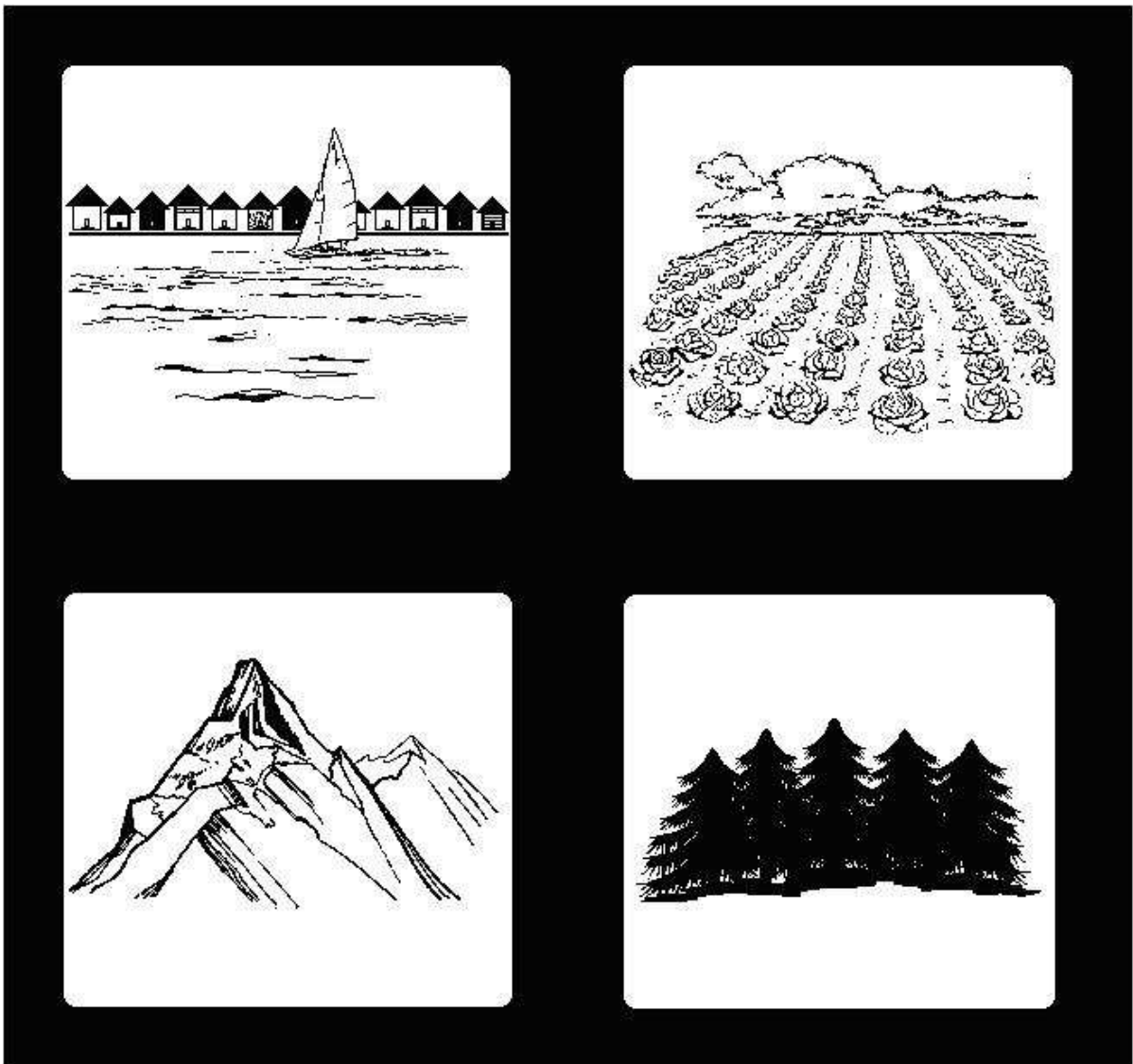


Your box

LOOKING AT PICTURES 7

# forest

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

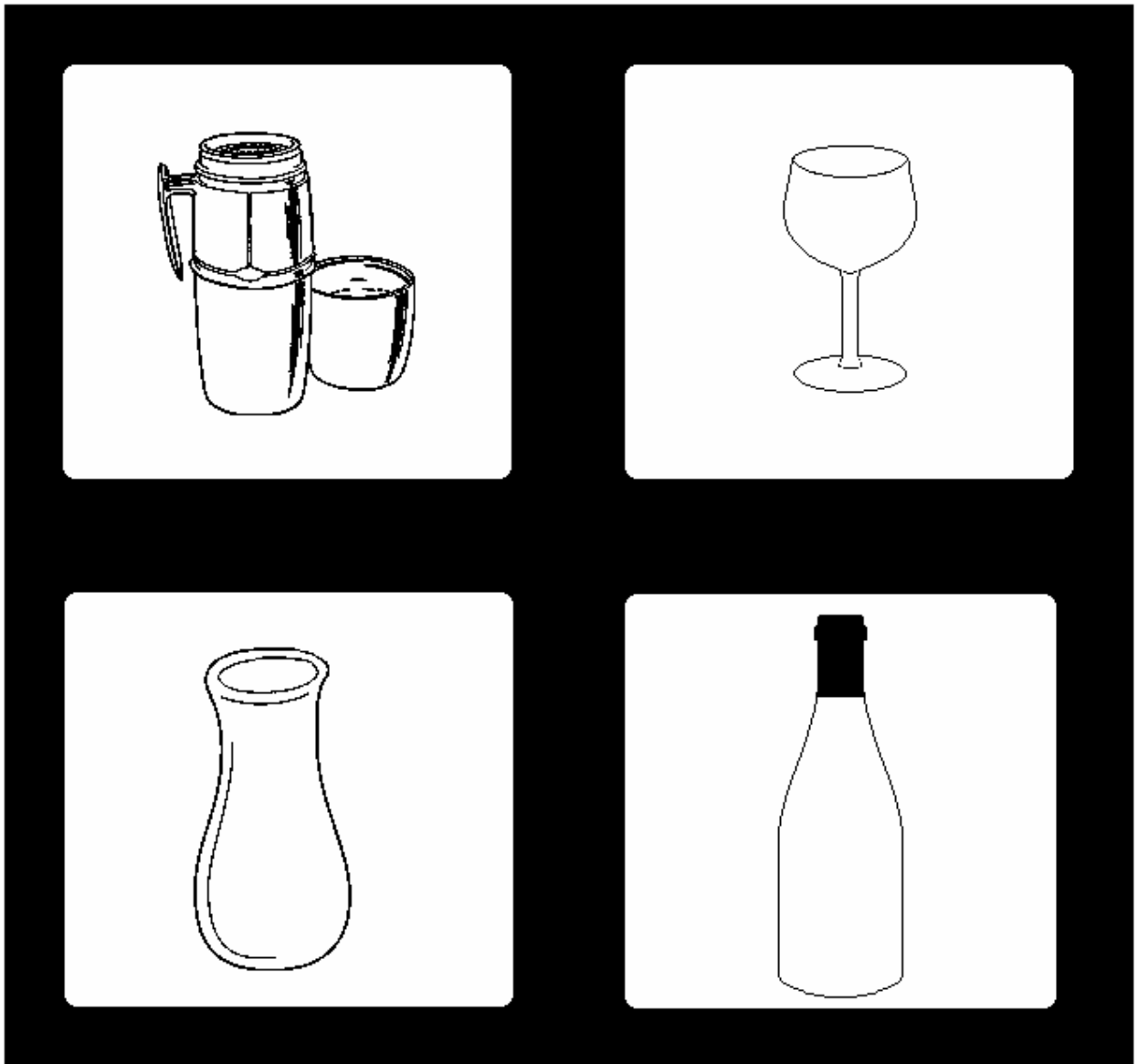


Your box

LOOKING AT PICTURES 8

# vase

**REMEMBER:** CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".



Your box

## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **PICTURES** you have just played with him/her.

		YES	NO	For Office Use Only
1)	Did your child <b>EVER</b> say anything like “I can’t do it” or “I don’t like this” while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Did your child <b>EVER</b> get angry or frustrated while playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Did your child <b>EVER</b> shrug his/her shoulders, turn away from the game, or try not to look at you or the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Did your child <b>EVER</b> want to stop playing the game?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

**YOUR CHILD AT PLAY**

As a parent you have a good idea of what your child can and can't do. Listed below are a number of activities. Please indicate whether or not your child can do the activity. If you have seen your child do the activity (or something similar), then tick the box under "YES". If you know that your child would not be able to do it, then tick the box under "NO". If you are not sure whether or not your child can do an activity, please feel free to try it out with your child. If you are still uncertain about whether or not your child can do it, then tick the box under "DON'T KNOW".

Please remember that the questions are for children up to 6 years old. Some will be easy for your child, others may be difficult.

PLEASE TICK ONE  
BOX FOR EACH  
QUESTION

For Office  
Use Only

	YES	NO	DON'T KNOW	
1) Can your child ever tell the time from a clock or watch that has hands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2) Does your child know which foot to put each shoe on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Does your child understand the concept of "two", that is, can s/he give you just two things when you ask?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Does your child know that a 20p coin is worth more than a 10p coin?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Does your child play any game (board game, card game, athletic game) which needs some counting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Does your child know that s/he will always be younger than you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Does your child know that without water plants will die?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Does your child know that if you plant a seed it will grow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Does your child know that water always runs downhill, not uphill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Has your child noticed that the water level goes up when s/he gets in the bath?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) Does your child know that the light in a fridge goes off when the door is shut?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12) Here are some things that young children sometimes ask about. Has your child ever asked about any of them? (It doesn't matter what you answered, or if s/he understood the answer, we just want to know how common these questions are).				
	YES	NO		
What makes rainbows?	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Why does it go dark at night?	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
What makes fridges cold?	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
What makes cars go?	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
What makes people ill?	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

## WHAT YOUR CHILD CAN SAY

1) **On the whole, which of the following best describes the way your child talks?**

- Not yet talking
- s/he is talking, but you can't understand him/her
- talking in one-word utterances, such as "milk" or "down"
- talking in 2 to 3 word phrases, such as "me got ball" or "give doll"
- talking in fairly complete sentences, such as "I got a doll" or "can I go outside?"
- talking in long and complicated sentences, such as "when I went to the park, I went on the swings" or "I saw a man standing on the corner"

**Please note:** if your child is not talking yet, or if s/he is talking, but you cannot understand, please tick this box  and go straight to page 44 – "COMMUNICATION".

2) **When you ask your child "what do you want", does s/he usually use actions like pointing, or words such as "biscuit"?**

- actions
- words

3) **Do your child's words sound like most other children's of his/her age, or does s/he sound a little younger, like saying "tat" for "cat", or "chimbley" for "chimney"?**

Please keep in mind that lisping (saying "th" for "s") and using "w" for "r" (as in "wabbit") are common at this age, and do not count as sounding younger.

- sounds a little younger than other children his/her age
- sounds like most other children his/her age

Children understand many more words than they say. We are particularly interested in words your child **says**. Please tick the words from the list below that you have heard your child **say**. If your child uses a different pronunciation of a word – for example "capillar" for caterpillar, or "evlope" for envelope – tick it anyway. This is only a sample of words. Your child may know many other words not on this list.

- |                                   |                                      |                                   |  |
|-----------------------------------|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> bird     | <input type="checkbox"/> finger      | <input type="checkbox"/> plant    | <input type="checkbox"/> measure       |
| <input type="checkbox"/> tortoise | <input type="checkbox"/> shoulder    | <input type="checkbox"/> parent   | <input type="checkbox"/> peel          |
| <input type="checkbox"/> ball     | <input type="checkbox"/> skeleton    | <input type="checkbox"/> hungry   | <input type="checkbox"/> dive          |
| <input type="checkbox"/> pencil   | <input type="checkbox"/> children    | <input type="checkbox"/> furry    | <input type="checkbox"/> drip          |
| <input type="checkbox"/> juice    | <input type="checkbox"/> doctor      | <input type="checkbox"/> polite   | <input type="checkbox"/> will          |
| <input type="checkbox"/> tool     | <input type="checkbox"/> dentist     | <input type="checkbox"/> courage  | <input type="checkbox"/> excited       |
| <input type="checkbox"/> envelope | <input type="checkbox"/> hero        | <input type="checkbox"/> nuisance | <input type="checkbox"/> healthy       |
| <input type="checkbox"/> tap      | <input type="checkbox"/> insect      | <input type="checkbox"/> down     | <input type="checkbox"/> lucky         |
| <input type="checkbox"/> castle   | <input type="checkbox"/> caterpillar | <input type="checkbox"/> under    | <input type="checkbox"/> calm          |
| <input type="checkbox"/> stamp    | <input type="checkbox"/> vehicle     | <input type="checkbox"/> half     | <input type="checkbox"/> uncomfortable |
| <input type="checkbox"/> triangle | <input type="checkbox"/> fruit       | <input type="checkbox"/> last     | <input type="checkbox"/> lonely        |
| <input type="checkbox"/> eye      | <input type="checkbox"/> furniture   | <input type="checkbox"/> make     | <input type="checkbox"/> shy           |

## Language

		YES	NO
1)	Can your child say how old s/he is?	<input type="checkbox"/>	<input type="checkbox"/>
2)	Can your child say the month and day of his/her birthday when asked?	<input type="checkbox"/>	<input type="checkbox"/>
3)	Can your child tell you what happened at a past event (such as birthday party or holiday), as if s/he were telling a story from beginning to end?	<input type="checkbox"/>	<input type="checkbox"/>
4)	Can your child talk clearly about what s/he will do later on, such as tomorrow or next week?	<input type="checkbox"/>	<input type="checkbox"/>
5)	Can your child tell a fairy tale, joke or television show story completely from beginning to end and in the correct order?	<input type="checkbox"/>	<input type="checkbox"/>
6)	Does your child know his/her right hand from his/her left?	<input type="checkbox"/>	<input type="checkbox"/>
7)	Does your child use “-est” words, like biggest, strongest, greatest?	<input type="checkbox"/>	<input type="checkbox"/>
8)	Does your child use the word “today” correctly?	<input type="checkbox"/>	<input type="checkbox"/>
9)	Does your child use the word “yesterday” correctly?	<input type="checkbox"/>	<input type="checkbox"/>
10)	Does your child understand the difference between “accident” and doing something “on purpose”?	<input type="checkbox"/>	<input type="checkbox"/>
12)	Does your child ever ask you what a word means?	<input type="checkbox"/>	<input type="checkbox"/>
13)	Does your child use phrases or sentences containing “but”?	<input type="checkbox"/>	<input type="checkbox"/>
14)	Does your child talk about the order of events by using words like “before” and “after”?	<input type="checkbox"/>	<input type="checkbox"/>
15)	Does your child “play” with language by making jokes about words and their sounds, such as words that rhyme?	<input type="checkbox"/>	<input type="checkbox"/>

## Numbers

		YES	NO
1)	Can your child count from 1 to 10 in order?	<input type="checkbox"/>	<input type="checkbox"/>
2)	Can your child write the numbers 1 to 10 in order?	<input type="checkbox"/>	<input type="checkbox"/>
3)	Ask your child: Which is bigger, 5 or 2? Did your child answer “5”?	<input type="checkbox"/>	<input type="checkbox"/>
4)	Can your child do simple adding (for example $1 + 2 = 3$ )?	<input type="checkbox"/>	<input type="checkbox"/>
5)	Can your child do simple taking away (for example $4 - 1 = 3$ )?	<input type="checkbox"/>	<input type="checkbox"/>

## Books

- |     |   | YES                                       | NO   |
|-----|---|---|--|
| 1)  | Does your child like sitting and being read to?   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 2)  | Does your child have favourite books?   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 3)  | Can your child recite at least one nursery rhyme?   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 4)  | Can your child say the whole alphabet?  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
|     | If shown a letter, can your child name it?  | <input type="checkbox"/> Yes, all letters | <input type="checkbox"/> Yes, some <input type="checkbox"/> NO |
|     | If shown a letter, does your child know what sound it makes?  | <input type="checkbox"/> Yes, all letters | <input type="checkbox"/> Yes, some <input type="checkbox"/> NO |
|     |   | YES                                       | NO   |
| 5)  | Can your child sound out words (for example c-a-t = cat)?   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 6)  | Can your child read a word then tell you what it means?   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 7)  | Can your child tell a story back to you that s/he has read?   | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 8)  | Can your child write any simple sentences (for example, "The cat ran.")?  | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 9)  | Ask your child: Do "sip", "tip" and "lip" sound the same? What did your child answer, "yes" or "no"?              | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |
| 10) | Ask your child: Which word doesn't sound like the others, "hall", "shirt", "ball"? Did your child answer "shirt"? | <input type="checkbox"/>                  | <input type="checkbox"/>                                       |

## Communication

- 1) Do you have any concerns about your child's speech and language?  YES  NO
- If YES, what are your concerns? (PLEASE TICK ALL THAT APPLY)
- his/her language is developing slowly
  - it is hard for other people to understand him/her
  - s/he doesn't seem to understand other people
  - s/he pronounces words poorly
  - s/he doesn't hear well
  - s/he stutters
  - other (PLEASE DESCRIBE) .....
- Have you seen a professional for advice or treatment (for example doctor, speech therapist, paediatrician, ear-nose-throat specialist)?  YES  NO

- 2) **Does your child use his/her index finger to show INTEREST in something, not just to ask for something (e.g. pointing to an aeroplane, animal or something on TV)?**  
 Often       Sometimes       Never
- 3) **If you suddenly look up at something interesting, does your child follow your line of gaze to see what caught your attention?**  
 Usually       Sometimes       Usually not
- 4) **Does your child become upset by *small* changes in his/her daily routine?**  
 Yes, surprisingly upset       Yes, slightly upset       No
- 5) **Does your child ever notice small details around him/her that you would not have noticed?**  
 Yes, very often       Yes, sometimes       No
- 6) **Does your child ever take the word for a type of object as only the label for a specific object (e.g. using “dog” for only the next-door neighbour’s dog, or “cup” for only his/her own cup)?**  
 Yes, very often       Yes, sometimes       No
- 7) **Does your child ever take the word for a whole object as the label for only part of the object (e.g. using “shoe” for “shoelace” or “flower” for “petal”)?**  
 Yes, very often       Yes, sometimes       No
- 8) **Does your child produce meaningless, but fluent and “tuneful” speech, so that it sounds a bit like a foreign language?**  
 Often       Sometimes       Never
- 9) **Does your child like to “echo” what other people say (e.g. if you say “where is your coat?”, s/he might say “your coat”, rather than answering the question)?**  
 Often       Sometimes       Never
- 10) **Does your child like to recite nursery rhymes, or “jingles” from advertisements?**  
 Yes, unusually often       Yes, sometimes       Never
- 11) **Has your child’s language ever seemed to go into decline so that s/he no longer knows words that s/he used before?**  
 Yes       No

## YOUR ACTIVE CHILD

The following questions are about the everyday things that your child does. They are in three sections and ask about what toys your child likes to play with, what kinds of games your child enjoys and what your child likes and dislikes during play.

Please answer all of the questions by ticking the box that **best** describes your child. Sometimes it may seem that the boxes do not describe your child exactly. If this is the case for any of the questions, please try to tick the box that is closest to the way that you would describe your child.

### GAMES

How often *during the past month* did your child do the following?

		Very Often	Often	Sometimes	Hardly Ever	Never	
1)	Playing house (for example cleaning, cooking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	Playing with girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Pretending to be a female character (for example a princess)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	Playing at having a "male" job (for example a soldier)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	Fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	Pretending to be a family character (for example parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	Sports and ball games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	Climbing (for example fences, trees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	Playing at taking care of babies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	Showing interest in real cars, trains and aeroplanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	Dressing up in "girlish" clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For Office Use Only

**TOYS**

How often *during the past month* did your child play with the following toys?

		Very Often	Often	Sometimes	Hardly Ever	Never	
12)	Guns (or using objects as guns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	Jewellery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	Tool set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	Dolls, doll's clothes, or doll's pram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16)	Trains, cars or aeroplanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	Swords (or using objects as swords)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	Tea set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**LIKES AND DISLIKES**

How often does your child...?

		Very Often	Often	Sometimes	Hardly Ever	Never	
19)	Like to explore new surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	Enjoy rough and tumble play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	Show interest in snakes, spiders or insects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	Avoid getting dirty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23)	Like pretty things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24)	Avoid taking risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

**YOUR CHILD AT HOME**

Here are some descriptions of children. Please tick the box that best describes your child. If you think the statement is **TRUE** of your child, please tick the box under "**certainly true**". If the statement describes your child **SOMETIMES**, then tick the box under "**sometimes true**". If the sentence is **NOT TRUE** of your child, then please tick the box under "**not true**". These descriptions are aimed at children aged five or younger, so some of them may not seem to apply to your child, but please try and answer all of them as best you can.

		Certainly true	Sometimes true	Not true	For Office Use Only
1)	Tries to be fair in games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2)	Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3)	Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4)	Insists on doing something over and over, so that it interferes with day to day life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5)	Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6)	Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7)	Destroys own or other's belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8)	Strongly refuses or resists sleeping alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9)	Spontaneously affectionate to family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10)	Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11)	Has difficulty completing one activity before changing to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12)	Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13)	Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14)	Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15)	Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16)	Tends to check that some things are done exactly 'right'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17)	Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18)	Touches things s/he is not allowed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19)	Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20)	Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21)	Irritable, quick to fly off the handle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22)	Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23)	Fussy about keeping his/her hands clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24)	Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25)	Has twitches, mannerisms, or tics of the face or body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26)	Bites nails or fingers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27)	Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

				For Office Use Only		
		Certainl y true	Sometim es true	Not true		
28)	Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
29)	Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
30)	Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
31)	Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
32)	Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
33)	Fussy, over particular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
34)	Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
35)	Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
36)	Has wet or soiled self this year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
37)	Is often extremely upset or distressed when parent leaves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
38)	Has stutter or stammer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
39)	Has other speech difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
40)	Plays imaginatively, enjoys 'pretend' games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
41)	Is extremely afraid of day to day things such as the dark, water, animals, blood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
42)	Inattentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
43)	Has difficulty waiting for things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
44)	Tends to be shy or timid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
45)	Cries easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
46)	Forceful, determined child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
47)	Blames others for things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
48)	Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
49)	Takes a long time to warm to strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
50)	Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
51)	Gives up easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
52)	Inconsiderate of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
53)	Independent, confident child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
54)	Kicks, bites other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
55)	Kind to animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
56)	Stares into space, stares blankly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
57)	Tries to stop quarrels and fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
58)	Asks for reassurance that s/he is OK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**COMPLETE DATA ARE ESSENTIAL, PLEASE MAKE SURE THAT YOU HAVE COMPLETED AS MUCH OF THIS BOOK AS YOU CAN.**

**THANK YOU FOR YOUR TIME AND EFFORT!**

**TEDS  
Research Centre  
113 Denmark Hill  
FREEPOST LON 7567  
LONDON  
SE5 8YZ  
0800 317029**

**When ALL THREE books are complete, please post them in the FREEPOST envelope provided.**

**If you can't find the envelope, please call us on our FREEPHONE line, or use your own envelope and write our FREEPOST address on the front.**

**YOU DO NOT NEED A STAMP.**