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| DCDDaily-Q |
| Questionnaire measuring ADL in 5-8 year old children |
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Dear parents / caregivers,

With this questionnaire we wish to learn more about your child’s motor skills, in other words how they perform familiar, everyday motor actions and activities. We would first like to invite you to fill in some general details about your child. Next, you will find directions on how to complete the form. It is important that you read these instructions carefully.

In the questionnaire you can tick the right box (in word) or mark the right box (in pdf) using the ‘fill and sign’ tool at the right sight of the screen.

In this questionnaire we describe 23 activities that children between the ages of 5 and 8 years perform regularly. As children in this age group tend to develop rapidly, some of the activities we describe may still be a little difficult for the younger children.

After each section, blank inserts allow yourself to add comments on other activities not mentioned in the questionnaire. Your expertise as a parent is rich. The time you will take to share the context and the impacts experienced on a daily basis, is a unique opportunity to collaborate together. We will be able to refine and improve your child's functional level (strengths/challenges); better understand your needs and your reality; and more accurately identify the nature of your child's difficulties.

Never forget that, the tests carried out in ta therapy room by a therapist, assess capacities   
(what the child "can do", in an artificial and controlled context). This is a photo taken at time X.

Conversely, a parental questionnaire like this one assesses performance (what the child actually "does", in his natural living environment). It's no longer a simple photo, but a "**movie**" giving the history and a longitudinal perspective over time. A film that only you can give us.

**Thank you for sharing it with us.**

**Please read the instructions below carefully before answering any of the items**

To get you started, we will use the first item of our list, the everyday activity of buttering a sandwich, as an illustration. Each subsequent item describes another familiar activity, just like this example.

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| **1.** | **Activity** (example)  *Buttering a sandwich* | **Correct performance** (example)  *The right amount of butter is neatly and evenly spread, at a normal pace, without making a mess and without dangerous situations involving the knife* | |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Using this example, all items can then be answered as follows:

**Step 1**: In the first text box **‘Activity’** the motor action is described, i.e. *buttering a sandwich* in our example.

**Step 2:** In the column below, **‘Participation’**, we ask you to indicate how often your child performs this activity. You tick the box

1. *regularly*, when your child butters or tries to butter a sandwich often, for instance every day;

2. *sometimes*, when your child butters or tries to butter a sandwich every now and then;

3. *seldom,* when your child only rarely butters a sandwich. They may, for instance, have tried but was unable to or does not feel like doing it and hardly ever tries;

4. *not yet / never*, when your child has never buttered a sandwich, possibly because you think it is too difficult or too dangerous for your child.🡪 If you tick this box, you can skip the columns **‘Quality’** and **‘Acquisition’.**

**Do you want to go further in your thinking?**

When you tick 3 or 4, you can ask yourself which of these scenarios most closely matches your reality:

**- A. Parent By Habit:** "Quite honestly, I forgot to do it. I just do it automatically."

**- B. Parent Survival Mode:** "I've tried, but as it's long and difficult for my child, I choose my battles"

**- C. Child Avoidance Mode:** "I've tried, but he says he can't do it, wants me to help him or objects"

**- D. Activity Not Applicable:** "According to our context/environment/culture, the activity is not relevant"

N.B. These points do not form part of the test score, but they do help to improve the analysis. If necessary, please add the information in the margin of the corresponding box.

**Step 3:** In the text box **‘Correct performance’** we describe what we consider to be the right way to perform the activity. In our example: *The right amount of butter is neatly and evenly spread, at a normal pace, without causing a mess and without dangerous manoeuvres with the knife.* We urge you to read these ‘correct performance’ definitions carefully and to use this definition to judge the way your child performs the activity.

**In summary** "Correct execution" = Quality Speed (functional) Safety Cleanliness (environment/person)



**Step 4:** In column **‘Quality’** you are asked to choose the option that best describes the way your child performs the activity described. You tick

1. *well* when your child generally performs the activity *as described* in **‘Correct performance’**;

2. *sometimes well and at other times not as well* when your child does not always perform the activity as described in **‘Correct performance’.**  Your child occasionally gets butter on his/her fingers or on the table, for instance;

3. *not very well (or badly) most of the time* when your childas a rule does not perform the activity as described in **‘Correct performance’**. Your child tends to be messy or has more difficulty buttering his/her sandwich or takes longer than other children of his/her age.

**Step 5:** You tick the box in column **Acquisition** when you think it took or is taking your child

longer than other children of about the same age to learn to master the activity as described in **‘Correct performance’**. Otherwise, do not tick this box.

**Food for thought:** at this stage, you assess the nature of your child's difficulties, in order to determine the best intervention. **Your parental intuition is powerful and carries truths, so trust yourself!**

- **Tick √ if** **:** you observe (or had observed, if the activity is now acquired) that "despite practice, he doesn't understand how to do it", "it's complicated to organise his movements", "it's not instinctive", "it takes a long time", "everything has to be worked out", "he has to relearn if there's a small change".

- **Do not tick if:** a) as with any new motor movement, it took the normal learning curve.

b) his/her difficulties are influenced by causes other than "learning". Ex. "He knows very  
 well how to do things, but does them quickly without worrying about quality", "He is  
 distracted", "He has sensory issues (e.g. hyper-reactivity)".

**N.B.** The causes can also be multiple (e.g. learning + distraction + sensory). It would be important here to tick.

**Start of the survey: DCDDaily-Q©**

To be completed or deleted as necessary

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| **Name of child:** | **Boy / Girl** |
| **Date of Birth:** | **Name of school:** |
| **Age:** | **School group/grade:** |
| **Date of completion:** | **Completed by Father / Mother / Other, namely:** |

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| --- | --- | --- | --- |
| **1.** | **Activity**  *Buttering a sandwich* | **Correct performance**  *The right amount of butter is neatly and evenly spread at a normal pace, without making a mess and without dangerous manoeuvres with the knife* | |
|  |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **2.** | **Activity**  *Cutting a sandwich* | **Correct performance**  *Controlled motions without too much force being applied, without pushing or tearing, without dangerous manoeuvres with the knife, at a normal pace* | |
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| **b. Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **3.** | **Activity**  *Pouring juice* | **Correct performance**  *Controlled motions, without spilling or hitting the glass/table or dropping the cap, neatly opening and closing the bottle/container, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **4.** | **Activity**  *Opening a wrapper or package* | **Correct performance**  *The wrapper/package is opened without being dropped and without the contents (fruit, biscuits etc.) being damaged or dropped* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **5.** | **Activity**  *Eating soup with a spoon* | **Correct performance**  *Controlled, fluent motions to and from the mouth and plate/bowl, without spilling, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Are there activities related to **meals** that are difficult to perform, that were not mentioned in the questionnaire?

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| **6.** | **Activity**  *Washing hands* | **Correct performance**  *Tap is accurately opened and closed, hands cleaned well without spilling soap or water, and wiped dry, at a normal pace* | |
|  |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **7.** | **Activity**  *Drying him/herself after a shower or bath* | **Correct performance**  *Hair and body are towelled dry well, without losing balance or falling over, at a normal pace* | |
|  |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **8.** | **Activity**  *Brushing teeth* | **Correct performance**  *Tube is opened and closed and right amount of toothpaste applied without spilling, thorough brushing and rinsing, well-aimed spitting, at a normal pace* | |
|  |
| **Participation**  My child does this…  1. Regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Are there activities related to **hygiene** (eg bathing / showering, blowing one's nose, wiping after a bowel movement, etc.) that are difficult to perform, which were not mentioned in the questionnaire?

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| **9.** | **Activity**  Handling a key | **Correct performance**  *Well-directed motions, without the key being dropped, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Are there activities related to **household responsibilities** (eg setting the table, making the bed, caring for a pet) that are difficult to perform, that were not mentioned in the questionnaire?

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| **10.** | **Activity**  *Putting on socks* | **Correct performance**  *Fluent motions without loss of balance or falling over, with the socks ending up the right way and neatly around the foot, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Are there activities related to **dressing** (eg indoor/outdoor clothing, buttons, zippers, laces, etc.) that are difficult to perform, which were not mentioned in the questionnaire?

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| **11.** | **Activity**  *Writing* | **Correct performance**  *Fluent and steady writing motions, produced at a normal pace without cramping up, with the handwriting being legible* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **12.** | **Activity**  *Gluing paper using a glue stick* | **Correct performance**  *Stick is opened and closed without cap or stick being dropped, without glue being spilled (on table etc.), with sheets being neatly glued together* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **13.** | **Activity**  *Folding paper sheets/slips* | **Correct performance**  *Neat folding motions along the (pre-printed) lines, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. Sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **14.** | **Activity**  *Colouring pictures* | **Correct performance**  *Figures and shapes are fully coloured in within the contours, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **15.** |  | | **Activity**  *Cutting paper* | **Correct performance**  *Controlled cutting motions along the (pre-printed) lines, at a normal pace* | |
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|  | | **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Are there activities related to **school tasks** that are difficult to perform, that were not mentioned in the questionnaire?

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| **16.** | **Activity**  *Lego® building* | **Correct performance**  *Controlled motions without constructions being knocked over or collapsing, without bricks and pieces being dropped, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **17.** | **Activity**  *Moving pawns (on a board)* | **Correct performance**  *Pawn is correctly moved without over/undershooting, without pawn(s) being dropped or knocked over* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **18.** | **Activity**  *Playing hopscotch* | **Correct performance**  *Controlled, fluent motions, ending on one foot within the lines of the correct square, without loss of balance or falling over, at a normal pace* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **19.** | **Activity**  *Skipping rope* | **Correct performance**  *Controlled, fluent motions without jumping on or tripping over the rope* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **20.** | **Activity**  *Throwing a tennis ball* | **Correct performance**  *Well-aimed throw, easy to catch for someone standing at a distance of about 2 metres* | |
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| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **21.** | **Activity**  *Catching a ball* | **Correct performance**  *Confident, accurate catch of a ball thrown by an age peer from about 2 metres* | |
|  |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. Well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **22.** | **Activity**  *Kicking a soccer ball* | **Correct performance**  *A controlled, well-aimed kick to someone or to a 1.5-metre-wide goal, at 3 metres distance* | |
|  |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

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| **23.** | **Activity**  *Playing marbles* | **Correct performance**  *Controlled, well-aimed shots produced at a normal pace* | |
|  |
| **Participation**  My child does this…  1. regularly  2. sometimes  3. seldom  4. not yet / never | | **Quality**  My child can do this…  1. well  2. sometimes well and at other times not as well  3. not very well (or badly) most of the time | **Acquisition**  My child …  is taking or has taken longer to learn this skill than his/her age peers |

Are there activities related to **sports and recreation** (eg cycling, swimming, skating) that are difficult to carry out, which were not mentioned in the questionnaire?

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| Please add any other relevant remarks about the questionnaire or your child below: |