To the parents: This questionnaire, for children and adolescents age 5 to 17, contains statements concerning the skills and behaviours of your child in various domains of development. Children are individuals. This means that their skills and behaviours vary from one child to another, and according to age.

The statements in the questionnaire are followed by boxes marked **Does not apply – Applies sometimes/to some extent – Applies**. Tick the box that contains the statement that you think best corresponds to your child’s functioning in everyday situations, compared to children of their own age. Have in mind the child’s present functioning, i.e. within the last 6 months. To get the most correct picture of your child’s functioning, it is important that you complete the whole questionnaire.

You will be asked if the child’s functioning in various domains leads to problems in daily living. Please consider whether or not these problems affect the child and others at home, in school and among friends. These questions are followed by four options: **No – A little – A great deal – Very much**.

To the professional applying this questionnaire: The questionnaire aims at elucidating the parent’s views on their child’s strengths and weaknesses in several developmental domains. It is not meant to serve as the sole basis for diagnostic decisions. The use of this questionnaire requires knowledge about normal and atypical child development as well as basic knowledge in psychometrics. Guidelines for professional use, administration and scoring are found in the **MANUAL**.

**A teacher edition of the questionnaire is also available.**


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Statement of consent to process given information electronically

The purpose of the 5-15R questionnaire and evaluation system is to evaluate the child’s functioning in different areas of everyday life.

The responses will be compared to a large group of responses for children of the same age and gender.

The evaluation can identify areas where the child’s functioning will be subject of interest of further evaluation or intervention.

The results from this evaluation are never used alone as basis for conclusions about the child or its environment.

The collected information will be entered and stored in a database without any identification of the child or the informant. These data are deleted no later than 6 months after the collection.

I consent to the collection, storage and processing of data for the purpose described above.

Signature: ...................................................................................................          Date: .........................................................

Your relation to the child:  □ Parent    □ Foster parent/guardian      Other: .......................................................

Your child’s name: ..........................................................................................     Date of birth: ..............................................
Motor skills - gross motor skills; the child’s use of his/her body in various activities
1. Difficulty acquiring new motor skills, such as learning how to ride a bike, skate, swim
   Does not apply  
   Applies sometimes/to some extent  
   Applies
2. Difficulty throwing and catching a ball
3. Difficulty running fast
4. Has difficulties or does not like to participate in game sports such as soccer/football, land hockey, basketball
5. Balance problems; for instance, has difficulty standing on one leg
6. Often stumbles and falls
7. Clumsy or awkward movements

Motor skills - fine motor skills; the child’s use of his/her hands:
8. Does not like to draw, has difficulties drawing figures that represent something
9. Difficulty handling, assembling and manipulating small objects
10. Difficulty pouring water into a glass without spilling
11. Often spills food onto clothes or table when eating
12. Difficulty using knife and fork
13. Difficulty buttoning or tying shoe-laces
14. Difficulty using a pen (e.g., presses too hard, hand is shaking)
15. Has not developed clear hand preference, i.e., is neither clearly right-handed nor left-handed
16. Writing is slow and laborious
17. Immature pencil-grip, holds the pen in an unusual manner

Do problems with motor function interfere with your child’s daily function?
Not at all  
A little  
Pretty much  
Very much

Attention and concentration: the child’s ability to pay attention and to concentrate on various tasks and activities:
18. Often fails to pay close attention to details or makes careless mistakes
19. Often has difficulty sustaining attention in tasks or play activities
20. Often does not seem to listen when spoken to directly
21. Problems following instructions and fails to finish schoolwork, chores, or duties
22. Often has difficulty organizing tasks and activities
23. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as homework)
24. Often loses things necessary for tasks or activities (e.g., toys, school equipment, pencils, books, or tools)
25. Is often easily distracted by extraneous stimuli (e.g., irrelevant sounds like other people talking, cars driving by)
26. Is often forgetful in daily activities
Overactivity and impulsivity; the child’s tendency to be too active or impulsive:

27. In constant motion (fidgets with fingers, plucks at things etc)  
28. Difficulty remaining seated (squirms in seat, gets up and moves about)  
29. Often runs about or climbs excessively in situations in which is inappropriate  
30. Difficulty playing calmly and quietly  
31. Is often “on the go” or often acts as if “driven by a motor”  
32. Often talks excessively  
33. Often blurts out answers before the question has been completed  
34. Difficulty awaiting turns (in games, during meals etc)  
35. Often interrupts or intrudes on others (e.g., butts into conversations or games)

Do problems with attention, concentration, over-activity or impulsivity interfere with your child’s daily function?
Not at all  □  A little  □  Pretty much  □  Very much  □

Passivity/inactivity: the child’s inactivity or tendency to be too passive

36. Difficulty getting started on tasks/activities
37. Difficulty completing a task/activity, does not get things done like the rest of the group
38. Often “in own world” or daydreaming
39. Seems slow, inert, or lacking energy

Does passivity or inactivity interfere with your child’s daily function?
Not at all  □  A little  □  Pretty much  □  Very much  □

Planning/organizing; the child’s ability to plan or organise activities

40. Difficulty understanding consequences of own actions (e.g., climbs in dangerous places, careless in traffic)
41. Difficulty planning and preparing for tasks (e.g., collecting equipment needed for an outing or for school)
42. Difficulty completing sequential tasks (e.g., young children: getting dressed in the morning without constant reminders; older children: completing homework without constant reminders)

Do problems with planning/organising interfere with your child’s daily function?
Not at all  □  A little  □  Pretty much  □  Very much  □
**Perception of space and directions:** the child’s perception of space and directions in the physical world:

43. Difficulty finding his/her way around (even in well known places) ☐ ☐ ☑

44. Seems disturbed by height differences (even slight) such as in connection with climbing stairs etc. ☐ ☐ ☑

45. Difficulty judging distance or size ☐ ☐ ☑

46. Difficulty comprehending orientation and spatial directions (young children turning clothes back to front, older children confusing letters such as b, p, d, or digits such as 6, 9) ☐ ☐ ☑

47. Bumps into other people, especially in narrow places ☐ ☐ ☑

**Concepts of time:** the child’s ability to understand concepts of time:

48. Poor concepts of time, e.g., does not have an intuitive feeling for how long “five minutes” or “one hour” take or is uncertain about how long ago something happened ☐ ☐ ☑

49. Has only a vague idea about what time it is, whether it is morning or afternoon, whether it is time or not to go to school ☐ ☐ ☑

50. Repeatedly asks about when something is going to happen, e.g., how much time is left before an outing or before it is time to go to school ☐ ☐ ☑

51. Can read the clock mechanically but does not understand the actual time concept ☐ ☐ ☑

**Perception of own body:** the child’s perception of his/her own body and sensory impressions:

52. Does not have a sense of how clothes fit, does not straighten socks or trousers that have slid down ☐ ☐ ☑

53. Surprisingly poor perception of cold, pain etc ☐ ☐ ☑

54. Poor body awareness (uncertain of size of own body in relation to the environment, e.g., bumps into or tumbles over things without intention to do so) ☐ ☐ ☑

55. Oversensitive to touch (is irritated by tight clothing, perceives soft touch as rough etc) ☐ ☐ ☑

56. Difficulty imitating other people’s movements ☐ ☐ ☑

**Perception of visual forms and figures:** the child’s ability to perceive forms and figures:

57. Tends to misinterpret pictures; e.g., may perceive a picture of a fried egg as that of a flower ☐ ☐ ☑

58. Difficulty noticing small differences in shapes, figures, words and patterns that look alike ☐ ☐ ☑

59. Difficulty drawing pictures such as that of a car, a house etc (compared with children of similar age) ☐ ☐ ☑

60. Difficulty with jigsaw puzzles ☐ ☐ ☑

Do problems with perception of space and directions, time, own body, or forms and figures interfere with your child’s daily function?

Not at all ☐  A little ☐  Pretty much ☐  Very much ☑
Memory; the child’s ability to remember facts or what he/she has experienced

61. Difficulty remembering information about personal data, such as date of birth, home address etc  
62. Difficulty remembering the names of other people (e.g., name of teacher, school peers)  
63. Difficulty remembering the names of weekdays, months and seasons  
64. Difficulty remembering non-personal facts learned at school (e.g., historic events, chemical formulas etc)  
65. Difficulty remembering what has occurred recently, as who has phoned or, what he/she ate a few hours ago etc  
66. Difficulty remembering events that occurred some time ago, such as what happened on a trip, what Christmas presents he/she got etc  
67. Difficulty remembering where he/she put things  
68. Difficulty remembering appointments with peers or what home-work he/she has got  
69. Difficulty learning rhymes, songs, multiplication tables etc by heart  
70. Difficulty remembering long or multiple-step instructions  
71. Difficulty acquiring new skills, such as rules of new play or games

Do problems with memory interfere with your child’s daily function?  
Not at all □ A little □ Pretty much □ Very much □

Comprehension of spoken language; the child’s ability to understand language and speech:

72. Difficulty understanding explanations and instructions  
73. Difficulty following stories read aloud  
74. Difficulty perceiving what other people say (often says “what?”, “what do you mean?”)  
75. Difficulty with abstract concepts such as “the day after tomorrow”, “in the right order”  
76. Tends to misinterpret what is said

Expressive language; the child’s ability of language expression and to pronounce words:

77. Uncertain of speech sounds and tends to misarticulate words  
78. Difficulty learning the names of colours, people, letters etc  
79. Difficulty finding words or explaining to other people, says: “the, the, the…”  
80. Tends to remember words incorrectly, says “armbow” instead of “elbow”, refers to “pointer” instead of ”index” etc  
81. Difficulty explaining what he/she wants  
82. Difficulty speaking fluently without any breaks  
83. Difficulty expressing him/herself in whole sentences, in grammatically correct sentences, or inflecting words
84. Pronounces specific sounds incorrectly (has a lisp, difficulty pronouncing the sound of "r", nasal voice etc)  
85. Difficulty pronouncing complex words such as "electric", "screwdriver" etc  
86. Has a hoarse voice  
87. Stutters  
88. Speaks so rapidly that it is difficult to comprehend what he/she is saying  
89. Has a muddled speech

Verbal communication; the child's ability to use language and ability to communicate with others:

90. Difficulty telling about experiences or situations so that the listener understands (e.g., what happened during the day or during the summer vacation)  
91. Difficulty keeping "on track" when telling other people something  
92. Difficulty taking part in a conversation, e.g., problems shifting from listening to talking

Do problems with understanding of language, use of language, or verbal communication interfere with your child's daily function?  
Not at all □  A little □  Pretty much □  Very much □

Acquisition of academic skills; if the child is under 8 years of age, move to item 122

Questions relating to children's learning can be difficult for parents without information from the child's teacher. Nevertheless, please try to respond to the following questions based on what you know or what you have heard from the child's teacher.

Reading, writing, arithmetic (only children 8 years or above):

93. Acquiring reading skills is more difficult than expected considering his/her ability to learn other things  
94. Has difficulties to understand what he/she is reading  
95. Difficulty reading aloud at normal speed (reads too slowly, too quickly, or fails to read fluently)  
96. Does not like reading (e.g., avoids reading books)  
97. Makes guesses while reading  
98. Difficulty spelling  
99. Has difficulties shaping letters and to write neatly  
100. Difficulty formulating him/herself in writing  
101. Difficulty acquiring basic math skills (addition, subtraction; i.e., plus, minus)  
102. Difficulty with math problems given in written form  
103. Difficulty learning and applying various mathematical rules  
104. Difficulty learning and use multiplication tables  
105. Difficulty with mental arithmetic
Learning new things and applying knowledge in school (only children 8 years or above):

106. Difficulty understanding verbal instructions
107. Difficulty understanding or using abstract terms, e.g., terms relating to size, volume, spatial directions
108. Difficulty participating in discussions with other children
109. Difficulty learning facts or acquiring knowledge about the surrounding world
110. Exceptional knowledge or skills in some area
111. Is good at artistic or practical things (playing an instrument, drawing, painting, construction work)

Problem solving in school and approach to new learning situations (only children 8 years or above):

112. Difficulty planning and organising activities, (e.g., the order in which things should be done, how much time is needed to manage a specific task)
113. Difficulty shifting plan or strategy when this is required (e.g., when the initial approach failed)
114. Difficulty comprehending explanations and following instructions given by adults
115. Difficulty solving abstract tasks (i.e., is dependent on learning material that can be seen or touched)
116. Difficulty keeping on trying and completing tasks, often leaves them half finished
117. Unmotivated for school work or comparable learning situations
118. Learning is slow and laborious
119. Does things too quickly, hastily, or in a hurry
120. Can/will not take responsibility for own actions, needs a lot of supervision
121. Very much in need of support, wants to know whether he/she is performing well

Social skills; the child's capacity to participate in social settings and interact with others

122. Does not understand other people's social cues, e.g., facial expressions, gestures, tone of voice, or body language
123. Difficulty understanding the feelings of other people
124. Difficulty responding to the needs of other people
125. Difficulty verbally explaining emotions when feeling lonely, being bored etc
126. Speaks with a monotonous or strange voice
127. Difficulty expressing emotions and reactions with facial gestures or body language
### Do problems with social skills interfere with your child’s daily function?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Does not apply</th>
<th>Applies sometimes/to some extent</th>
<th>Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>128.</td>
<td>Markedly “old fashioned” style?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>129.</td>
<td>Difficulty behaving as expected by peers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>130.</td>
<td>Difficulty realising how to behave in different social situations, such as when visiting relatives together with parents, when visiting friends, seeing a doctor, going to the cinema, etc.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>131.</td>
<td>Is perceived by peers as different, odd, or eccentric</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>132.</td>
<td>Unintentionally makes a fool of himself so that parents feel embarrassed or peers start laughing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>133.</td>
<td>Often seems to lack common sense</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>134.</td>
<td>Has a weak sense of humour</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>135.</td>
<td>Blurs out socially inappropriate comments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>136.</td>
<td>Difficulty comprehending rules or prohibitions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>137.</td>
<td>Often quarrels with peers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>138.</td>
<td>Difficulty understanding and respecting other people’s rights, for example, that younger children need more help than older ones, and that parents should be left alone when they demand it, etc.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>139.</td>
<td>Difficulty in group or team activities or games, invents new rules for own benefit</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>140.</td>
<td>Difficulty making friends</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>141.</td>
<td>Does not often interact with peers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>142.</td>
<td>Difficulty to participate in group activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>143.</td>
<td>Not accepted by other children to participate in their games</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>144.</td>
<td>Does not care for physical contact such as hugs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>145.</td>
<td>Has one or a few interests that take up considerable time and that impinge on relations with family and friends</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>146.</td>
<td>Repeats or gets stuck in seemingly meaningless behaviours or activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>147.</td>
<td>Gets very upset by tiny changes in daily routines</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>148.</td>
<td>Eye contact in face to face situations is abnormal or missing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Emotional problems:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Does not apply</th>
<th>Applies sometimes/to some extent</th>
<th>Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>149.</td>
<td>Poor self-confidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>150.</td>
<td>Seems to be unhappy, sad, depressed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>151.</td>
<td>Often complains about feelings of loneliness</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>152.</td>
<td>Has tried to inflict bodily damage to him-/herself or talks about that</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>153.</td>
<td>Has a poor appetite</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>154.</td>
<td>Often expresses a feeling of being worthless or inferior to other children</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>155.</td>
<td>Often complains about bellyaches, headaches, breathing difficulties or other bodily symptoms</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
156. Appears tense and anxious or complains about being nervous
157. Becomes very anxious or unhappy when leaving home e.g., when setting to school
158. More sleeping problems than most children of similar age
159. Often has nightmares
160. Walks in sleep or has nocturnal attacks when he/she cannot be “reached” or comforted
161. Often loses temper
162. Often argues with adults
163. Often refuses to follow the instructions of adults
164. Often teases others by deliberately doing things that are perceived as provocative
165. Often blames others for own mistakes or bad actions
166. Is easily offended, or disturbed by others
167. Often gets into fights
168. Is cruel to animals
169. Lies and cheats
170. Steals things at home
171. Often destroys the belongings of other family members or other children
172. Has recurrent episodes of a few days with extremely high activity level and flight of ideas
173. Has recurrent periods of obvious irritability

174. Compulsively repeats some activities or has habits that are very difficult to change
175. Has obsessive/fixed ideas
176. Has involuntary movements, tics, twitches or facial grimaces
177. Repeats meaningless movements, such as head shaking, body jerking and finger drumming
178. Emits unmotivated sounds such as throat clearing, sneezing, swallowing, barking, shouting etc
179. Difficulty keeping quiet, e.g., whistles, hums, mumbles
180. Repeats words or parts of words in a meaningless way
181. Uses dirty words or language in an exaggerated way

Do emotional problems, obsessive actions or thoughts interfere with your child’s daily function?
Not at all ☐  A little ☐  Pretty much ☐  Very much ☐
Describe the problems of your child that you are most worried about:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe the strengths of your child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________