

CHILD INFORMATION QUESTIONNAIRE
(To be completed by each parent for child)



COLLABORATIVE
PRACTICE
Resolving Disputes Respectfully

Child's Name: _____ Sex: Male / Female

Date of Birth: _____ Age: _____ Grade in School: _____

Person completing this form: (name) _____ Mother ____ Father ____

Currently this child lives with: (check one)

____ My spouse and I are in the same household (pre-separation)

____ Me ____ day(s) per (check one) ____ week ____ month

____ Other parent ____ day(s) per (check one) ____ week ____ month

____ Other arrangement (explain) _____

School, Friendships, Social Life

School or preschool your child attends: _____

Name of your child's teacher: _____

How many different schools has your child attended? _____

Child's academic performance in the past 12 months has been:

____ Outstanding ____ Above Average ____ Average ____ Below Average

Has there been a change in your child's academic performance over the past 12 months?

(circle one) Yes / No Comments: _____

How does your child feel about school?

____ Appears to love school ____ Likes it enough ____ Doesn't like school

Does your child participate in extracurricular activities? Describe: _____

Approximately how many friends does your child have?

____ None ____ One or two ____ 2-4 ____ 5-7 ____ More than 7

Does your child have a best friend? ____ Yes ____ No

Please indicate, with regard to your child, what one personal activity, event, skill, or accomplishment of which you are proudest? _____

Child's Temperament and Coping Skills

Over the past year, has your child experienced the death of a loved one (i.e. relative, caregiver, friend, pet, etc.), through death, extended separation, moving away, or other circumstances?

Explain: _____

How does your child deal with changes (i.e. new schools, babysitters, friends, new schedules, etc.)?

What have you found helps him/her cope with these changes? _____

How does your child deal with separating from you (i.e. leaving for school, sleepovers, camps, etc.)?

What helps your child deal with separations? _____

Siblings, Relatives, and Family Friends

Does your child have sisters or brothers? _____ Yes _____ No

What are your concerns about this child's relationships with his/her siblings?

Who are other relatives and family friends who are especially important to your child?

What should we know about his/her relationships with siblings, extended family members, or special family friends?

Check any problems your child has experienced (and add specific information, if desired):

- Temper tantrums
- Rejection or made fun of by peers
- Bullied or manipulated by peers
- Shyness
- Nightmares
- Bedwetting / soiling at night
- Wetting / soiling during the day
- Acts young for his/her age
- Difficulty making friends
- Difficulty keeping friends
- Aggressiveness, picking fights
- Discipline problems at school
- Cruel or malicious to other children or animals
- Delinquent acts such as breaking windows, shoplifting, etc.
- Argues a lot
- Difficulty concentrating

- Physical complaints with unknown causes:
 - Headaches Nausea, vomiting Aches/pains
 - Rashes, skin problems Stomach aches

- Restlessness, difficulty sitting still, hyperactive
- Complains of loneliness
- Appears sad, unhappy, or depressed
- Changes in eating habits
- Sleep problems
- Harms self deliberately
- Suicidal thoughts
- Fearful, shy
- Refuses to go to school
- Clingy with parents, caregivers
- Destroys property of self, family, others
- Accident-prone
- Use of non-prescription drugs, abuse of prescription drugs, or abuse of alcohol
- Noticeable difficulty with changes in routines, schedules

Child's Perceptions, Reactions to the Separation/Divorce

What are your child's reactions to the circumstances surrounding your separation/divorce?

What have you told your child about the situation?

Does your child ask questions or talk about the separation/divorce? If so, about what does your child seem most concerned?

In what ways might your child benefit from the separation/divorce?

Parent-Child Relationship

What are your strengths as a parent?

What would you like to improve as a parent?

How do you think the child's other parent would describe their strengths?

What do you think are the other parent's strengths as a parent?

What do you think the other parent would like to improve in their parenting?

What, if any, major disagreements have you had with this child's other parent regarding child-rearing and parenting?

What has been the most enjoyable time for you with this child?

What do you find most satisfying about parenting this child?

List three hopes / dreams you have for this child:

TEMPERAMENT RATING BY PARENT

NAME OF CHILD _____

RATER: MOTHER _____ FATHER _____

Your child's temperament is an important factor to consider when you are planning for shared parenting arrangements. The child specialist will give thought to these factors and your assessment of your child will add to the child specialist's information. Read the guide at the bottom of the page and then consider how your child rates on each item below.

Rate the child on the following traits.	Low		Medium						High	
	1	2	3	4	5	6	7	8	9	10
Level of activity	1	2	3	4	5	6	7	8	9	10
Level of sensitivity	1	2	3	4	5	6	7	8	9	10
Level of adaptability	1	2	3	4	5	6	7	8	9	10
Level of persistence	1	2	3	4	5	6	7	8	9	10
Level of emotional intensity	1	2	3	4	5	6	7	8	9	10
Level of predictability	1	2	3	4	5	6	7	8	9	10
Level of adventure (Approach to unknown)	1	2	3	4	5	6	7	8	9	10

Activity Level: Some children are more laid back and quiet from the beginning. They don't crave movement and use their hands and their voices more than their feet. At the high end, they are wigglers—they hate to be confined, They play with their whole body and do best when active.

Sensitivity Level: On the low end, children pay little attention to noises and activity. They don't care if clothes are a little scratchy. Highly sensitive children need everything "just so" to sleep, eat. They react to small sounds and smells. They notice even small changes and get overwhelmed with too much stimulation.

Adaptability Level: On the low end, children do not like change. Every transition can be a problem. Anything new is difficult. Highly adaptable children go with the flow, quickly adjusting to change.

Persistence Level: On the low end,, children give up easily, become discouraged, and lose interest in something if it becomes difficult. On the high end, children persist at tasks until they master them. They are not easily "unstuck" once they are focused even if it is something negative.

Level of Emotional Intensity: At the low end children are mellow and relaxed. At the high end, children experience all emotions in the extreme. They love or hate with a vengeance. There are no small feelings.

Level of Predictability: On the low end, children tolerate a random schedule. Routine is not important. On the high end, children need regularity, consistency, predictability.

Level of Adventure: On the low end children are cautious about the unknown from toys to people to experiences (even positive ones) to animals.. On the high end, children are drawn to the new and novel.