

Functional Emotional Growth Chart Parent (Caregiver) Questionnaire

Regardless of your child’s age, please begin at the beginning and proceed until you reach your child’s age. Please note that a number of questions at each age refer to abilities that are not expected until older ages. Therefore, there will be some “none of the time” or “some of the time” answers at each age.

KEY: C = CAN’T TELL; 1= NONE OF THE TIME; 2= SOME OF THE TIME; 3= HALF OF THE TIME; 4 = MOST OF THE TIME; 5 = ALL THE TIME

	C	1	2	3	4	5
<i>REGULATION AND PLEASURABLE INTEREST IN THE WORLD</i>						
▪ Does your infant look at or turn toward interesting sounds?						
▪ Does your infant look at interesting sights, such as your face or a toy?						
▪ Can you help your infant calm down?						
<i>ENGAGING IN RELATIONSHIPS</i>						
▪ Does your baby seem happy or pleased when he/she sees his/her favorite people? For example, does he or she look or smile, make sounds, or move arms in a way that shows joy or delight?						
<i>INTERACTS AND USES EMOTIONS IN A PURPOSEFUL MANNER</i>						
▪ Does your baby reach for, point at things, or make distinct sounds to show you what he wants, for example, reaching out to be picked up or pointing at a toy?						
▪ Does your baby respond to people talking or playing with him/her by making sounds or faces, such as a happy sound, or a curious or annoyed look?						
▪ Does your baby exchange two or more smiles, other looks, sounds, or actions, such as reaching, giving, or taking, with a favorite person?						
If your child is 0-6 months, stop here and complete the sensory processing questionnaire at the end. If your child is older than 6 months, please continue.						
<i>USES A NUMBER OF EMOTIONAL SIGNALS OR INTERACTIONS IN A ROW TO COMMUNICATE OR SHOW YOU WHAT HE WANTS</i>						
▪ Does your toddler show you what he/she wants or needs by using a few actions in a row, such as leading you by the hand to open a door and then touching or banging on the door?						
▪ Does your toddler show you that he or she understands your actions or gestures by making an appropriate gesture in return, such as making a funny face back at you, looking at something you point to, or stopping doing something when you shake your head and use a firm voice to say, “No!” or smile and do more of something when you nod with a big smile and say, “Yes!”?						

Key: 1= None of the time; 2= Some of the time; 3= Most of the time; 4 = All the time; 5 = Can't tell

	C	1	2	3	4	5
<i>USES MANY EMOTIONAL SIGNALS OR CHAINS OF INTERACTION IN A ROW TO COMMUNICATE AND SOLVE PROBLEMS</i>						
<ul style="list-style-type: none"> ▪ Does your toddler use many actions with you in a row in a back-and-forth way to show you what he or she wants or to have fun with you? For example, can she give a smile, reach out with her arms for a hug, and, when you hug her, she can then take your hat, put it on herself and beam with a proud smile, or take your hand, lead you to the refrigerator, tug on the handle, and, after you open it, point to a food or a bottle of juice or milk? 						
<ul style="list-style-type: none"> ▪ Does your toddler copy or imitate many of your sounds, words, or actions while playing with you? For example, if you make funny faces and sounds, can she or he copy them? 						
<ul style="list-style-type: none"> ▪ Does your toddler search for something he or she wants by looking or getting you to look for it? 						
<p>If your child is 6-12 months, stop here and complete the sensory processing questionnaire at the end. If your child is older than 12 months, please continue.</p>						
<i>USES IDEAS—INCLUDING WORDS OR PRETENDING—TO CONVEY FEELINGS, WISHES, OR INTENTIONS</i>						
<ul style="list-style-type: none"> ▪ Does your toddler use words or try to use words when people talk with or play with him/her? 						
<ul style="list-style-type: none"> ▪ Does he/she copy or imitate familiar make-believe play, such as feeding or hugging a doll? 						
<ul style="list-style-type: none"> ▪ Does he/she tell you what he or she wants with one or a few words, such as “juice,” “open,” or “kiss”? 						
<ul style="list-style-type: none"> ▪ Does he/she play “make believe” such as feeding a doll, playing house, or pretending to be a TV or movie character with you or others? 						
<ul style="list-style-type: none"> ▪ Does your toddler show you he or she understands your simple verbal wish, such as “Please show me your toy.” 						
<ul style="list-style-type: none"> ▪ Does he/she use words or pictures to tell you what he or she is interested in (“See truck!” for example). 						
<ul style="list-style-type: none"> ▪ Does he/she play make-believe with one or more peers? 						
<ul style="list-style-type: none"> ▪ Does he/she use words with one or more peers? 						
<p>If your child is 12-24 months, stop here and complete the sensory processing questionnaire at the end. If your child is older than 24 months, please continue.</p>						
<i>CREATES LOGICAL BRIDGES BETWEEN EMOTIONS AND IDEAS, AS WELL AS DIFFERENT IDEAS</i>						

Key: 1= None of the time; 2= Some of the time; 3= Most of the time; 4 = All the time; 5 = Can't tell

	C	1	2	3	4	5
▪ Does your toddler use words or pictures to show what he/she likes or dislikes, such as “want that” or “no want”?						
▪ Does your toddler play make believe with you or others where the story makes sense? For example, does he/she have the bears go visit grandmother and then have a big lunch?						
▪ Does your toddler use phrases or sentences with you to answer a question about something he or she wants to do (e.g., “Mommy, go out” “What are you going to do outside?” “Play”)?						
▪ Can your preschooler explain reasons why he/she wants something or wants to do something (“Why do you want the juice?” “Because I’m thirsty.”)						
▪ Can your preschooler describe his or her feeling to explain why he is doing something or wants something (e.g., “Because I’m happy [sad][excited]”)?						
▪ Does your preschooler play make believe with both peers as well as adults where the make-believe tells a story that makes sense and has many parts to it (e.g., the children go to school, do work, have lunch, and meet an elephant on the way home)?						
▪ Does your preschooler have conversations with adults and peers that make sense with four or more back-and-forth exchanges about a variety of topics (e.g., feelings, foods, betimes, friends, or school, etc.)?						
If your child is 24-36 months old, stop here and complete the sensory processing questionnaire at the end. If your child is older than 36 months, please make sure you have answered all the questions and ask the person who gave you this form for further instructions.						
THANK YOU						

From Stanley I Greenspan, M.D.
*Building Healthy Minds: The Six Experiences that
 Create Intelligence and Emotional Growth in
 Babies and Young Children,*
 Reading, MA: Perseus Books. 1999

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SENSORY PROCESSING RELATED TO EMOTIONAL DEVELOPMENT	C	1	2	3	4	5
▪ Can your child be calm and take an enjoyable interest in most sounds?						
▪ Can you easily get your child's attention without having to be very dramatic?						
▪ Does your child take a calm and enjoyable interest in most sights, including colorful or bright things?						
▪ Can you easily get your child to look at things without them being very bright or colorful?						
▪ Does your child calmly enjoy being touched or touching different things?						
▪ Can you easily get your child to respond to your touch without having to touch your child firmly to get his or her attention?						
▪ Can your child be calm with different smells or odors (e.g., different perfumes or lotions)?						
▪ Does your child like it when you swing him or her around, dance with him or her in your arms, or move him or her up in the air fast?						
▪ Can you easily get your child's attention by approaching him or moving him around slowly?						