5-15R

QUESTIONNAIRE FOR EVALUATION OF DEVELOPMENT AND BEHAVIOUR

Teachers' questionnaire

To the teacher: This questionnaire, for children and adolescents age 5 to 17, contains statements concerning the skills and behaviors of your child/student in various domains of development. Children are individuals. This means that their skills and behaviors vary from one child/student 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 student`s functioning in everyday situations, compared to children of their own age. Have in mind the student`s present functioning, i.e. within the last 6 months. To get the most correct picture of your student`s functioning, it is important that you complete the whole questionnaire.

You will be asked if the student`s functioning in various domains leads to problems in daily living. Please consider whether these problems affect the student 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 teacher's views on the student`s strengths and weaknesses in several developmental domains. It is not supposed 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 parent edition of the questionnaire is also available.

Reference for this questionnaire: Kadesjö, B., Janols. L-O, Korkman, M., Mickelsson, K., Strand, G., Trillingsgaard, A., Lambek, R., Øgrim, G., Bredesen, A. M., & Gillberg, C. (2017). Five-To-Fifteen-Revised (5-15R). Available at www.5-15.org

Copyright ©: (2004): Björn Kadesjö, Göteborg, Lars-Olof Janols, Uppsala, Marit Korkman, Helsingfors, Katarina Mickelsson, Helsingfors, Gerd Strand, Oslo, Anegen Trillingsgaard, Århus, Christopher Gillberg, Göteborg
The Copyright is protected under the Swedish Copyright Act – the Swedish law Act on Copyright in Literary and Artistic Works (1960:729).

Copying for own use is allowed.

File name: 515_en-GB_teacher.pdf
File version: 2019.t.2.1
File date: 2019-10-31

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 declare that I have received consent from a parent or guardian to the collection, storage and processing of data for the purpose described above.

Name: .....

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

Your relation to the child: ☐ Teacher Other: .....

The child's name: ..... Date of birth: .....

	Does not apply	Applies sometimes/ to some extent	Applies
Motor skills - gross motor skills; the student`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	☐	☐	☐
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 student`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/hard to read the result	☐	☐	☐
17. Immature pencil-grip, holds the pen in an unusual manner	☐	☐	☐

Do problems with motor function interfere with your student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐

0

Attention and concentration; the student`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, sports gear 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 at school	☐	☐	☐

	Does not apply	Applies sometimes/ to some extent	Applies

Over activity and impulsivity; the student`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, (more than their peers)	☐	☐	☐
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 student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐ 0

Passivity/inactivity; the student`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 student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐ 0

Planning/organizing; the student`s ability to plan or organize 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 home work without constant reminders)	☐	☐	☐

Do problems with planning/organizing interfere with your student`s daily function? 0

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐

	Does not apply	Applies sometimes/ to some extent	Applies

Perception of space and directions; the student`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 student`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/leave 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/leave school	☐	☐	☐
51. Can read the clock mechanically but does not understand the actual time concept	☐	☐	☐

Perception of own body; the student`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 student`s ability to perceive forms and figues:

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 their peers)	☐	☐	☐
60. Difficulty with jigsaw puzzles	☐	☐	☐

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

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐

0

	Does not apply	Applies sometimes/ to some extent	Applies

Memory; the student`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 student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐ 0

Comprehension of spoken language; the child's/student`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 student`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 colors, people, letters etc.	☐	☐	☐
79. Difficulty finding words or explaining to other people, says: "the, the, the ..."	☐	☐	☐
80. Tends to remember words incorrectly, says "arm bow" 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 word	☐	☐	☐

	Does not apply	Applies sometimes/ to some extent	Applies
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 student`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 student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐ 0

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

Reading, writing, arithmetic *(only student`s 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 many 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	☐	☐	☐

	Does not apply	Applies sometimes/ to some extent	Applies

Learning new things and applying knowledge in school *(only student`s 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 student`s 8 years or above):

112. Difficulty planning and organizing 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	☐	☐	☐

Do academic problems or learning difficulties interfere with your student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐

0

Social skills; the student`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	☐	☐	☐
128. Seems "old fashioned" in style and behavior?	☐	☐	☐

	Does not apply	Applies sometimes/ to some extent	Applies
129. Difficulty behaving as expected by peers	☐	☐	☐
130. Difficulty adapting behavior to different social situations (e.g. visiting relatives, friends, doctors, or public places)	☐	☐	☐
131. Is perceived by peers as different, odd, or eccentric	☐	☐	☐
132. Unintentionally makes a fool of himself so that parents feel embarrassed or peers start laughing	☐	☐	☐
133. Often seems to lack common sense	☐	☐	☐
134. Has a weak sense of humour	☐	☐	☐
135. Blurts out socially inappropriate comments	☐	☐	☐
136. Difficulty comprehending rules or prohibitions	☐	☐	☐
137. Often quarrels with peers	☐	☐	☐
138. Difficulty understanding others' rights, such as younger children needing more help or parents needing space	☐	☐	☐
139. Difficulty in group or team activities or games, invents new rules for own benefit	☐	☐	☐
140. Difficulty making friends	☐	☐	☐
141. Does not often interact with peers	☐	☐	☐
142. Difficulty to participate in group activities	☐	☐	☐
143. Not accepted by other children to participate in their games	☐	☐	☐
144. Does not care for physical contact such as hugs	☐	☐	☐
145. Has one or a few interests that take up considerable time and that impinge on relations with family and friends	☐	☐	☐
146. Repeats or gets stuck in seemingly meaningless behavior or activities	☐	☐	☐
147. Gets very upset by tiny changes in daily routines	☐	☐	☐
148. Eye contact in face to face situations is abnormal or missing	☐	☐	☐

Do problems with social skills interfere with your student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐

0

Emotional problems:

149. Poor self-confidence	☐	☐	☐
150. Seems to be unhappy, sad, depressed	☐	☐	☐
151. Often complains about feelings of loneliness	☐	☐	☐
152. Has tried to inflict bodily damage to him-/herself or talks about that	☐	☐	☐
153. Has a poor appetite	☐	☐	☐
154. Often expresses a feeling of being worthless or inferior to other children	☐	☐	☐
155. Often complains about bellyaches, headaches, breathing difficulties or other bodily symptoms	☐	☐	☐
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	☐	☐	☐

	Does not apply	Applies sometimes/ to some extent	Applies
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. Are you aware if the student has recurrent episodes of a few days with extremely high activity level and flight of ideas	☐	☐	☐
173. Are you aware if the student has recurrent periods of obvious irritability	☐	☐	☐

Obsessive actions or thoughts; Actions or thoughts that the student appears unable to control:

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 student`s daily function?

Not at all ☐ A little ☐ Pretty much ☐ Very much ☐ 0

Describe the problems with your student that you are most worried about:

Describe the strengths of your child: