My Child's Play Questionnaire (MCP)– ID Card
Schneider & Rosenblum, 2014

Description	A parent-report questionnaire for assessing child's play characteristics.
Purpose	To assist in early detection of factors that delay a child's development.
Target population	Children aged 3-9 years with suspected neurodevelopmental difficulties.
Administration	The tool can be administered by licensed occupational therapists. * Beyond the final grade, an in-depth analysis of the various items is significant.
Versions	Hebrew, Arabic, English, Kannada, Dutch, Turkish, Serbian, Malay, Bulgarian, Korean, Persian, French, Spanish
Duration for filling out and coding	Filling: 10 minutes; Coding: 10 minutes
Structure	43* items divided into 4 categories: 1) Interpersonal relationships and social participation, 2) executive functions, 3) characteristics of play and behavior, 4) environmental context. The parents rates each item from 1- = never to 5 = always. Two open questions at the end of the questionnaire provide additional information about the child's play characteristics. *The numbers of the questions appearing in the questionnaire are not in sequence because in the process of developing the questionnaire and examining indicators of validity and reliability, several items were removed. The original numbers were left for research purposes.
Scoring	The 5 rating reflects positive characteristics in 28 of the 43 items. The 5 rating reflects negative characteristics in 15 items, so the rating must be reversed for these items (3,7,8,11,12,23,24,27,28,30,31,32,34,36,40) so that: always = 1, usually = 2, sometimes = 3, rarely = 4, never = 5 General grade calculation: After reversing the items, the scores of all 43 items are summed to calculate the total score which can range from 43 to 215. to calculate an average, divide the sum of the items in the number of items. Category score calculation: To provide a child's play profile, 4 additional scores can be calculated, for each category. To calculate a score for each category, the sum of the items in each category must be divided by the number of items (after reversing the items, as detailed above). Category 1: interpersonal relations and social participation - 11 items: 10,14,15,16,17,18,19,20,21,23,24 Category 2: executive functions - 12 items 3,7,8,11,12,22,27,30,31,32,34,36 Category 3: characteristics of play and behavior - 11 items 1,9,13,26,28,29,35,38,39,40,41 Category 4: environmental context - 9 items 2,6,42,45,46,47,48,49,50

Interpretation	A high average score (4-5) indicates better functioning and a low average score indicates difficulty in play function (1-2). The division into factors helps in targeting and mapping the areas of strength and difficulty.		
Norms among children with typical development in Israel (n=909)	Category	Boys (n=482)	Girls (n=427)
	General grade	3.90 ± 0.34	4.03 ± 0.35
	1. Interpersonal relations and social participation	3.81 ± 0.51	3.91 ± 0.50
	2. Executive functions	3.62 ± 0.53	3.83 ± 0.50
	3. Characteristics of play and behavior	4.00 ± 0.50	4.12 ± 0.48
	4. Environmental context	4.17 ± 0.42	4.23 ± 0.40
Psychometric indices	Very good internal consistency, construct validity, parallel validity, factor analysis.		
Important note	The article cited below refers to a sample of 334 children. At the time between submitting the article to the journal and until its publication in 2014, additional statistical processing was conducted, on a sample of 909 children (including the 334 children included in the article). There are slight changes in the division into categories, a slight change in the name of category number 3 as well as slight changes in the averages and standard deviations of the boys and girls in the different categories. The information detailed here should be used when using the questionnaire.		
Selected publications	1. Schneider, E., & Rosenblum, S. (2014). Development, reliability, and validity of the My Child's Play (MCP) questionnaire. *American Journal of Occupational Therapy*, *68*(3), 277-285. 2. Rosenblum, S., Waissman, P., & Diamond, G. W. (2017). Identifying play characteristics of pre-school children with developmental coordination disorder via parental questionnaires. *Human Movement Science*, *53*, 5-15. 3. Ray-Kaeser, S., Châtelain, S., Kindler, V., & Schneider, E. (2018). The evaluation of play from occupational therapy and psychology perspectives. *Evaluation of childrens' play: tools and methods*. 4. Romero-Ayuso, D., Ruiz-Salcedo, M., Barrios-Fernández, S., Triviño-Juárez, J. M., Maciver, D., Richmond, J., & Muñoz, M. A. (2021). Play in children with neurodevelopmental disorders: Psychometric properties of a parent report measure 'My Child's Play'. *Children*, *8*(1), 25. 5. Vigil-Dopico, R., Delgado-Lobete, L., Montes-Montes, R., & Prieto-Saborit, J. A. (2022). A comprehensive analysis of the relationship between play performance and psychosocial problems in school-aged children. *Children*, *9*(8), 1110. 6. Prakash, I., & Saxena, T. (2024). Play And Psychosocial Development in Children Aged 3–7 Years. *Journal for ReAttach Therapy and Developmental Diversities*, *7*(5), 45-56.		

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