

## Child Evaluation Checklist (CHECK)- ID Card

Rosenblum, Ezra Zandani, Deutsch-Castel, & Meyer, 2019

Description	A parent report questionnaire to report their child's daily functioning.
Purpose	To help in early identification of areas that delay the child's development.
Target population	Children aged 3-6 years or older children and adolescents with retrospective reporting about their functioning at the age of 3-6 years. Intended for children aged 3-6 years with suspected neurodevelopmental difficulties.  The questionnaire can also be used for older children. In this case the parents are asked to describe their child's functioning when they were at the young ages (3-6 years).
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
Filling and coding duration	Filling: 10 minutes; Coding: 10 minutes
Structure	Part A includes 30 statements: the parent rates each of the statements from 1 to 4 (1 - never, 2 - rarely, 3 - sometimes, 4 - always). Part B includes 10 statements: the parent reports on the child's performance compared to their peers. The parent rates each of the statements from 1 to 5 (1 - low, 3 - average, 5 - high).
Scoring	An average score is calculated for each part separately (the sum of the scores for all items divided by the number of items). The results can be compared to average scores and standard deviations of children with typical development and children with developmental difficulties as detailed in the publications.
Interpretation	A high average score indicates better performance.
Psychometric indices	Very good reliability. The questionnaire has undergone content validation, discriminant validity, concurrent validity and factor analysis.
Publications	1. Rosenblum, S., Ezra Zandani, I., Deutsch-Castel, T., & Meyer, S. (2019). The Child Evaluation Checklist: A screening questionnaire for detecting red flags of hidden neurodevelopmental disorders among pre-school children. <i>Occupational Therapy International</i> . <a href="https://doi.org/10.1155/2019/6891831">https://doi.org/10.1155/2019/6891831</a> . 2. Fogel, Y., Josman, N., & Rosenblum, S. (2019). Functional abilities as reflected through temporal handwriting measures among adolescents with neurodevelopmental disabilities. <i>Pattern Recognition Letters</i> , 121, 13-18. 3. Fogel, Y., Rosenblum, S., & Josman, N. (2019). Environmental factors and daily functioning levels among adolescents with executive function deficits.

*British Journal of Occupational Therapy*. <https://doi.org/10.1177/0308022619876557>  
4. Hen-Herbst, L., & Rosenblum, S. (2019). Which characteristics predict writing capabilities among adolescents with dysgraphia? *Pattern Recognition Letters*, 6-12, 121

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