

Children's Engagement Questionnaire

R.A. McWilliam © 1991

Child's Name: _____ Age: ____ yrs ____ mos

Check one: Boy ☐ Girl ☐

Rater's Name: _____ Today's Date: _____

Relationship to child: Mother ☐ Father ☐ Other ☐ (specify: _____)

Rate how this child usually spends his or her time; "typical" here should mean that the child spends quite a lot of time in this activity. The examples are only given to help understand the meaning of the items. Even though the example might not always be relevant for this child, please answer all the questions, even if you are not sure.

CIRCLE the number that best indicates how typical each statement is of this child.

		Not at all typical	Somewhat typical	Typical	Very typical
1.	Watches or listens to adults. <i>Example:</i> When the mother moves about the kitchen, talking to the child, the child watches him or her.	1	2	3	4
2.	Plays with adults who try to play with him or her. <i>Example:</i> When a family friend, someone the child knows well, begins to play with the child, the child joins in.	1	2	3	4
3.	Tries to get adults to do things. <i>Example:</i> The child tries to get the teacher to give him or her a toy.	1	2	3	4
4.	Tries to get other children to do things. <i>Example:</i> The child keeps asking another child to play on the swings.	1	2	3	4
5.	Plays with toys. <i>Example:</i> When the child is near toys, he or she plays with them.	1	2	3	4
6.	Tries to complete things, even if it takes a long time to finish. <i>Example:</i> The child who knows how to put together simple jigsaw puzzles, sticks with it until it is completed.	1	2	3	4
7.	Plays with objects in a simple manner (i.e., repetitive, unchanging). <i>Example:</i> The child bangs the toy car over and over again on the highchair tray.	1	2	3	4
8.	Talks about things that happened in the past or in the future. <i>Example:</i> The child refers to an event that happened the day before. This only refers to events 24 hours or more in the past or in the future.	1	2	3	4
9.	Tries out new ways of playing with objects. <i>Example:</i> The child already knows how to roll a ball; now he tries to sit on it.	1	2	3	4
10.	Plays appropriately for his or her developmental level. <i>Example:</i> The child who does most things at the 2-year-old level plays with objects and people at the 2-year-old level.	1	2	3	4
11.	Tries to get toys to work. <i>Example:</i> The child works at turning the jack-in-the-box handle to get the clown to pop out.	1	2	3	4

12.	Watches or listens to other children. <i>Example:</i> When other children are playing, the child follows their movements with his eye-gaze.	1	2	3	4
13.	Plays with other children. <i>Example:</i> When other children are nearby, the child joins in what they are doing.	1	2	3	4
14.	Stays busy. <i>Example:</i> When no adult is playing with the child, he or she finds something to do.	1	2	3	4
15.	Uses repetitive vocalizations. <i>Example:</i> The child says, "Ba-ba-ba-ba-ba."	1	2	3	4
16.	Tries out new ways of communicating or uses new language. <i>Example:</i> The child practices using new words he or she has heard from the parents.	1	2	3	4
17.	Seems constantly aware of what's going on around him or her. <i>Example:</i> The child looks at the source of noises and at moving objects and people.	1	2	3	4
18.	Solves problems quickly. <i>Example:</i> When the toy falls behind the furniture, the child rapidly finds a way to retrieve it.	1	2	3	4
19.	Plays with adults. <i>Example:</i> When adults are nearby, the child talks to them or approaches them.	1	2	3	4
20.	Figures out how things work, without asking for help. <i>Example:</i> When the child opens a present, he or she tries to play with the unfamiliar toy without adult help.	1	2	3	4
21.	Uses understandable language or sign language. <i>Example:</i> The child uses words someone other than the parents understands.	1	2	3	4
22.	Pretends to be things or other people. <i>Example:</i> The child creeps on the floor and says, "Meeow."	1	2	3	4
23.	Plays with objects the way they were intended to be played with. <i>Example:</i> The child bangs blocks with a toy hammer rather than chewing it.	1	2	3	4
24.	Continues repetitive movements to make sounds with an object. <i>Example:</i> When the child discovers that the toy rattle, he or she makes it rattle again.	1	2	3	4
25.	Concentrates hard a lot of the time. <i>Example:</i> When coloring, the child leans over the paper, keeps his or her eyes on the task, and appears to be thinking about the coloring.	1	2	3	4
26.	Chooses difficult things to do. <i>Example:</i> The child goes to the toys that require a little effort.	1	2	3	4
27.	Plays with other children who try to play with him or her. <i>Example:</i> When another child approaches, the child will talk to or play with him or her.	1	2	3	4
28.	Does what's expected (for this child), considering the time of day, place, or activity. <i>Example:</i> The child puts clothes on in the morning, goes to the bathroom in the bathroom, and plays on the see-saw during outside play.	1	2	3	4

29.	Notifies changes in people, objects, and the environment as a whole. <i>Example:</i> The child communicates, "Where's the TV?" when it is moved.	1	2	3	4
30.	Pretends objects are something else. <i>Example:</i> The child pretends a box is a car or uses an oblong block as a baby bottle.	1	2	3	4
31.	Explores objects or places. <i>Example:</i> The child turns objects over, looking inside.	1	2	3	4
32.	Tries to get adults to repeat things. <i>Example:</i> When the adult has done something the child likes, the child begs for more.	1	2	3	4

Some items adapted from Morgan, G.A., Maslin, C.A., & Harmon, R.J. (1987). Dimensions of Mastery Questionnaire. Unpublished instrument. Fort Collins: Department of Human Development and Family Studies, Colorado State University.

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