

A-TAC (South African English and Afrikaans) – Gate Question Version

Child & adolescent version : Kinder- en adolessenteweergawe

This questionnaire is in particular detail focused on a number of abilities and behaviours in children. All children are different from one another. This means that their abilities in various areas as well as their conduct and behaviour vary a great deal.

To gain as complete a picture as possible of your child, we ask you to answer a considerable number of questions. Naturally, children function in different ways at different ages. State your perception of your child's functioning as compared to his or her peers. If your child has had a certain problem or specific characteristic during any period of life, answer the question with "Yes" even if the problem or characteristic is no longer present. If a statement is untrue for your child (even if just because the child is too young for it to apply), please mark "No".

Hierdie vraelys is in spesifieke detail gefokus op 'n aantal vermoëns en optredes in kinders. Alle kinders verskil van mekaar. Dit beteken dat hulle vermoëns op verskeie gebiede asook hul gedrag in 'n groot mate verskil.

Om so volledig moontlike oorsig van jou kind te kry, vra ons u om 'n groot getal {aantal} vrae te beantwoord. Uit die aard van die saak funksioneer kinders op verskillende maniere op verskillende ouderdomme. Vergelyk u persepsie van u kind se funksionering met sy/haar portuurgroep. As u kind 'n spesifieke probleem of spesifieke karaktereienskap gedurende enige lewensydperk getoon het, beantwoord die vraag met "ja" selfs al is die probleem of karaktereienskap nie meer teenwoordig nie. As 'n verklaring vir u kind nie waar is nie (al is dit net omdat die kind te jonk is om van toepassing te wees), beantwoord dan met "Nee".

Child/Youth's Name _____ Male / Female
Naam van Jongeling _____ Seun / Meisie

Date of Birth _____ Age _____
Geboortedatum _____ Ouderdom _____

Form Completed By _____ Date: _____
Vorm Voltooi Deur _____ Datum: _____

Informant's relation to the child/youth (e.g., mother, etc) _____
Informant se verhouding met die kind (bv. ma, ens.) _____

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South African English & Afrikaans adaptation: Jacques Nel, Zuhayr Kafaar (Stellenbosch University) and the Multi-Lingua Language School, in collaboration with Ben Truter and the ESSENCE Breede Valley Project study team

A. Motor Control Motoriese beheer		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
1.	Does he/she struggle to manage movements smoothly? Ondervind hy/sy probleme om bewegings egalig uit te voer?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:			
A5	Have the peculiarities or problems relating to motor control caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met motoriese beheer gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6	Do the peculiarities or problems relating to motor control cause him/her significant suffering? Het die vreemdheid of probleme in verband met motoriese beheer gelei tot beduidende lyding vir die kind?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A7	At what age did the peculiarities or problems relating to motor control commence? Op watter ouderdom het die vreemdheid of probleme in verband met motoriese beheer begin?	Age: Ouderdom:			
A8	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>			

B. Perception Persepsie		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
2.	Does he/she seem to have an issue with height differences, such as with climbing stairs etc.? Lyk dit asof hy/sy 'n probleem het met hoogteverskille bv om trappe te klim ens.?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Does he/she have difficulty judging distance or size? Sukkel hy/sy om afstand of grootte te skat?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Is he/she oversensitive to being touched or to tight clothing? Is hy/sy oorsensitief vir aanraking deur ander mense of stywe klere?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Is he/she particularly sensitive to certain sounds/noise? Is hy/sy veral sensitief vir sekere klanke/geraas?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Is he/she particularly sensitive to certain flavours, smells, or the feel/texture of things like a scratchy jersey? Is hy/sy veral sensitief vir sekere geure, reuke of teksture soos 'n trui wat krap?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:			
B6	Have the peculiarities or problems relating to perception caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met persepsie gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B7	Do the peculiarities or problems relating to perception cause him/her significant suffering? Het die vreemdheid of probleme in verband met persepsie gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B8	At what age did the peculiarities or problems relating to perception commence? Op watter ouderdom het die vreemdheid of probleme in verband met persepsie begin?	Age: Ouderdom:		
B9	Are they still present? Is dit nog daar?	Yes Ja <input type="checkbox"/>	No Nee <input type="checkbox"/>	

C. Concentration and Attention Konsentrasie en Aandag		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.		
		Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
7.	Does he/she often fail to pay close attention to details or make careless mistakes in schoolwork, or other activities? Versuim hy/sy gereeld om fyn op te let na besonderhede of maak hy/sy agterlosige foute in skoolwerk, of ander aktiwiteite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Does he/she often have difficulty keeping/sustaining attention in tasks or play activities? Sukkel hy/sy dikwels om aandag te behou in opdragte of speelaktiwiteite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Does he/she often seem not to listen when spoken to directly? Lyk dit dikwels of hy/sy nie luister wanneer daar direk met hom/haar gepraat word nie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Does he/she have difficulty following instructions and finishing tasks? Sukkel hy/sy met instruksies volg en om take te voltooi?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Does he/she often have difficulty organizing tasks and activities? Sukkel hy/sy met die organisering van take en aktiwiteite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Does he/she often avoid tasks that require sustained mental effort/focus (such as homework)? Vermyn hy/sy dikwels take wat volgehoue fokus verg (bv. huiswerk)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Does he/she often lose things? Verloor hy/sy dikwels items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Is he/she easily distracted or disturbed? Word sy/haar aandag maklik afgelei of word hy/sy maklik gesteur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Is he/she often forgetful in daily activities, e.g., doing the dishes? Is hy/sy dikwels vergeetagtig tydens daaglikse aktiwiteite, bv. om skottelgoed te was?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:				
C3	Have the peculiarities or problems relating to concentration and attention caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met konsentrasie en aandag gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4	Do the peculiarities or problems relating to concentration and attention cause him/her significant suffering? Het die vreemdheid of probleme in verband met konsentrasie en aandag gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5	At what age did the peculiarities or problems relating to concentration and attention commence? Op watter ouderdom het die vreemdheid of probleme in verband met konsentrasie en aandag begin?	Age: Ouderdom:		

C6	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> Ja <input type="checkbox"/>	No <input type="checkbox"/> Nee <input type="checkbox"/>
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D. Impulsivity and Activity-levels Impulsiwiteit en aktiwiteitsvlakke		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewensydperk.		
		Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
16.	Does he/she have difficulties keeping his/her hands and feet still or can he/she not stay seated? Sukkel hy/sy om sy/haar hande en voete stil te hou of kan hy/sy nie annhou bly sit nie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Does he/she get up and move about in class or in other situations when he/she is supposed to remain seated? Staan hy/sy op en beweeg rond in die klas of tydens enige ander situasie wanneer hy/sy moet bly sit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Does he/she often run around or climb excessively compared to peers? Hardloop hy/sy baie rond of klim oormatig baie in vergelyking met sy/haar portuurgroep?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Does he/she have difficulty playing calmly and quietly? Sukkel hy/sy om rustig en stil te speel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Does he/she often act as though he/she had "ants in his/her pants", i.e., unable to stay still? Tree hy/sy gereeld op asof hy/sy "rooi miere" het, d.w.s. is nie in staat om stil te sit nie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Does he/she talk constantly? Praat hy/sy aanhoudend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Does he/she often blurt out answers to questions before they are completed? Skree hy/sy dikwels antwoorde op vrae uit voor die vrae klaar gevra is?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Does he/she have difficulty waiting their turn? Sukkel hy/sy om vir sy/haar beurt te wag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Does he/she often interrupt, or intrude on, others? Val hy/sy dikwels ander in die rede, of pla/hinder hy/sy dikwels ander?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Does he/she easily get bored? Raak hy/sy maklik verveeld?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:				
D2	Have the peculiarities or problems relating to impulsivity and activity caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met impulsiwiteit en aktiwiteitsvlakke gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	Do the peculiarities or problems relating to impulsivity and activity cause him/her significant suffering? Het die vreemdheid of probleme in verband met impulsiwiteit en aktiwiteitsvlakke gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	At what age did the peculiarities or problems relating to impulsivity and activity commence? Op watter ouderdom het die vreemdheid of probleme in verband met impulsiwiteit en aktiwiteitsvlakke begin?	Age: Ouderdom:		
D5	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> Ja <input type="checkbox"/>	No <input type="checkbox"/> Nee <input type="checkbox"/>	

E. Learning Leer		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
26.	Has he/she had more difficulties than expected acquiring reading skills? Het hy/sy meer gesukkel as verwag om leesvaardighede aan te leer?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Is learning slow and laborious/effortful for him/her? Leer hy/sy stadig en moeisaam?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Does he/she have difficulties with basic maths? Sukkel hy/sy met basiese wiskunde?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:			
E7	Have the peculiarities or problems relating to learning caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met leer gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E8	Do the peculiarities or problems relating to learning cause him/her significant suffering? Het die vreemdheid of probleme in verband met leer gelei tot beduidende lyding vir die kind?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E9	At what age did the peculiarities or problems relating to learning commence? Op watter ouderdom het die vreemdheid of probleme in verband met leer begin?		Age: Ouderdom:		
E10	Are they still present? Is dit nog daar?		Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>		

F. Planning and Organizing Tasks Beplanning en organisering van take		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
29.	Does he/she have difficulty shifting a plan or strategy when it is required? Sukkel hy/sy met 'n verandering van plan of strategie wanneer dit nodig is?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Does he/she have difficulty keeping things in order around him/her? Sukkel hy/sy om dinge in sy/haar omgewing in orde te hou?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:			
F6	Have the peculiarities or problems relating to planning and organizing tasks caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met die beplanning en organisering van take gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F7	Do the peculiarities or problems relating to planning and organizing tasks cause him/her Significant suffering? Het die vreemdheid of probleme in verband met die beplanning en organisering van take gelei tot beduidende lyding vir die kind?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8	At what age did the peculiarities or problems relating to planning and organizing tasks commence? Op watter ouderdom het die vreemdheid of probleme in verband met die beplanning en organisering van take begin?		Age: Ouderdom:		

F9	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>
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G. Memory Geheue		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.			Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
31.	Does he/she have difficulties remembering where he/she put things? Sukkel hy/sy om te onthou waar hy/sy items gesit het?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
32.	Does he/she have difficulties remembering long or multiple-step instructions? Sukkel hy/sy om lang opdragte of instruksies met baie stappe te onthou?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
33.	Does he/she have difficulties learning rhymes, songs, multiplication tables etc by heart? Sukkel hy/sy om rympies, liedjies, maaltafels ens. uit sy/haar kop te leer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:					
G9	Have the peculiarities or problems relating to memory caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met geheue gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
G10	Do the peculiarities or problems relating to memory cause him/her significant suffering? Het die vreemdheid of probleme in verband met geheue gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
G11	At what age did the peculiarities or problems relating to memory commence? Op watter ouderdom het die vreemdheid of probleme in verband met geheue begin?				Age: Ouderdom:		
G12	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>					

H. Language Taal		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.			Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
34.	Was his/her language development delayed, or doesn't he/she speak at all? Was daar 'n agterstand in sy/haar taalontwikkeling, of praat hy/sy glad nie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
35.	Does he/she struggle maintaining a conversation? Sukkel hy/sy om 'n gesprek te onderhou?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
36.	Does he/she like to repeat words and expressions or does he/she use words in a way that other people find strange? Hou hy/sy daarvan om woorde en uitdrukkings te herhaal of gebruik hy/sy woorde op 'n manier wat vreemd is vir ander mense?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
37.	Does he/she have difficulties with games of make-believe or does he/she imitate others considerably less than other children? Sukkel hy/sy met verbeelding speletjies of boots hy/sy ander aansienlik minder na as ander kinders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
38.	Does he/she talk in too high a pitch or too quietly? Praat hy/sy met 'n hoë toonhoogte of te sag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

39.	Does he/she have difficulties keeping “on track” when telling other people something? Sukkel hy/sy om te hou by die gesprek wanneer hy/sy vir ander mense iets vertel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If “Yes” or “Yes, to some extent” to this question: Indien “Ja” of “Ja, in ’n mate” op hierdie vrae:				
H10	Have the peculiarities or problems relating to language caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met taal gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H11	Do the peculiarities or problems relating to language cause him/her significant suffering? Het die vreemdheid of probleme in verband met taal gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H12	At what age did the peculiarities or problems relating to language commence? Op watter ouderdom het die vreemdheid of probleme in verband met taal begin?	Age: Ouderdom:		
H13	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> Ja <input type="checkbox"/>	No <input type="checkbox"/> Nee <input type="checkbox"/>	

I. Social Interaction Sosiale Interaksie		Yes Ja	Yes, to some extent Ja, in ’n mate	No Nee
The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.				
40.	Does he/she struggle expressing emotions and reactions with facial gestures, tone of voice, or body language? Sukkel hy/sy om emosies en reaksies deur gesigsuitdrukings, stemtoon of lyftaal uit te druk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Does he/she exhibit considerable difficulties interacting with peers? Lyk dit of hy/sy aansienlik sukkel om met sy/haar portuurgroep om te gaan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Is he/she uninterested in sharing joy, interests, and activities with others? Is hy/sy nie daarin geïnteresseerd om geluk, belangstellings en aktiwiteite met ander te deel nie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Can he/she only be with other people on his/her terms? Kan hy/sy net by ander mense wees op sy/haar voorwaardes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Does he/she have difficulties behaving as expected by peers? Sukkel hy/sy om op te tree volgens wat sy/haar portuurgroep verwag?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	Do other people easily influence him/her? Beïnvloed ander mense hom/haar maklik?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If “Yes” or “Yes, to some extent” to this question: Indien “Ja” of “Ja, in ’n mate” op hierdie vrae:				
I16	Have the peculiarities or problems relating to social interaction caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met sosiale interaksie gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I17	Do the peculiarities or problems relating to social interaction cause him/her significant suffering? Het die vreemdheid of probleme in verband met sosiale interaksie gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I18	At what age did the peculiarities or problems relating to social interaction commence? Op watter ouderdom het die vreemdheid of probleme in verband met sosiale interaksie begin?	Age: Ouderdom:		
I19	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> Ja <input type="checkbox"/>	No <input type="checkbox"/> Nee <input type="checkbox"/>	

J. Flexibility Buigsamheid		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
46.	Does he/she get absorbed by his/her interests in such a way as being repetitive or too intense? Raak hy/sy so verdiep in sy/haar belangstelling dat dit herhalend of te intens is?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Does he/she get absorbed by routines in such a way as to produce problems for him/herself or others? Raak hy/sy op só manier geabsorbeer in roetines dat dit probleme vir hom/haar of ander mense veroorsaak?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Has he/she ever engaged in strange hand movements or toe-walking when he/she was happy or upset? Het hy/sy al ooit vreemde handbewegings gemaak of op sy/haar tone gestap wanneer hy/sy gelukkig of ontsteld was?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Does he/she get obsessed with details? Raak hy/sy obsessief oor details?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Does he/she dislike changes in daily routines? Hou hy/sy nie daarvan as daaglikse roetines verander nie?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:			
J1	Have the peculiarities or problems relating to flexibility caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met buigsamheid gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J2	Do the peculiarities or problems relating to flexibility cause him/her significant suffering? Het die vreemdheid of probleme in verband met buigsamheid gelei tot beduidende lyding vir die kind?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J3	At what age did the peculiarities or problems relating to flexibility commence? Op watter ouderdom het die vreemdheid of probleme in verband met buigsamheid begin?	Age: Ouderdom:			
J4	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>			

K. Tics Senuttrekkings / 'Tics'		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
51.	Has he/she during any period of life made involuntary sounds such as throat clearing, sneezing, swallowing, barking, or shouting? Het hy/sy op enige gegewe stadium onwillekeurige geluide soos keel skoonmaak, nies, sluk, blaf of skree gemaak?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Has he/she during any period of life made involuntary facial grimaces or body movements? Het hy/sy op enige gegewe stadium onwillekeurige trekkings in sy gesig of liggaamsbewegings gemaak?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53.	Does he/she make a lot of noise, e.g., whistle, hum, mumble? Maak hy/sy baie geraas, bv. fluit, neurie of mompel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:				
K2	Have the peculiarities or problems relating to tics caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met senuttrekkings gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K3	Do the peculiarities or problems relating to tics cause him/her significant suffering? Het die vreemdheid of probleme in verband met senuttrekkings gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K4	At what age did the peculiarities or problems relating to tics commence? Op watter ouderdom het die vreemdheid of probleme in verband met senuttrekkings begin?	Age: Ouderdom:		
K5	Are they still present? Is dit nog daar?	Yes Ja	<input type="checkbox"/>	No Nee <input type="checkbox"/>

L. Compulsions Kompulsies	The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewensydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
54.	Does he/she have obsessive thoughts, i.e., thoughts that recur over and over again and that he/she cannot stop, for example about dirt, contagion or that something terrible will happen? Het hy/sy obsessiewe gedagtes, d.w.s. gedagtes wat oor en oor herhaal en wat hy/sy nie kan stop nie, bv. oor vuiligheid, besmetting of dat iets verskriklik sal gebeur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	Does he/she have compulsive behaviours such as washing his/her hands, touching things, checking on things, repeating things or procedures, arranging or ordering things, or counting? Tree hy/sy kompulsief op deur byvoorbeeld hande te was, goed aan te raak, goed na te gaan, goed of prosedures te herhaal, goed te rangskik of te orden, of te tel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:				
L1	Have the peculiarities or problems relating to compulsions caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met kompulsies gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L2	Do the peculiarities or problems relating to compulsions cause him/her significant suffering? Het die vreemdheid of probleme in verband met kompulsies gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L3	At what age did the peculiarities or problems relating to compulsions commence? Op watter ouderdom het die vreemdheid of probleme in verband met kompulsies begin?	Age: Ouderdom:		
L4	Are they still present? Is dit nog daar?	Yes Ja	<input type="checkbox"/>	No Nee <input type="checkbox"/>

M. Eating Habits Eetgewoontes		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
56.	Has he/she ever failed to gain enough weight for more than a year or been underweight? Het hy/sy al ooit vir meer as 'n jaar te min gewig opgetel of was hy/sy ondergewig?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	Has he/she appeared to be fearful of gaining weight or becoming fat? Was hy/sy bekommerd daarvoor om gewig op te tel of vet te word?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:					
M7	Have the peculiarities or problems relating to eating habits caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met eet gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M8	Do the peculiarities or problems relating to eating habits cause him/her significant suffering? Het die vreemdheid of probleme in verband met eet gelei tot beduidende lyding vir die kind?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M9	At what age did the peculiarities or problems relating to eating habits commence? Op watter ouderdom het die vreemdheid of probleme in verband met eet begin?	Age: Ouderdom:			
M10	Are they still present? Ingaba zisekhona nangoku? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>			

N. Separations Skeidings		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
58.	Does he/she have difficulties functioning outside the family home? Sukkel hy/sy om buite die gesinshuis te funksioneer?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Does he/she often voice fears that family members may die or get hurt? Opper hy/sy dikwels vrese oor familieledede wat sou kon sterf of seerkry?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Does he/she have an unreasonable fear of being alone or home alone? Is hy/sy onredelik bang om alleen te wees of alleen by die huis te wees		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	Does he/she have difficulty sleeping if family members are not around? Sukkel hy/sy om te slaap as familieledede nie daar is nie?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	Does he/she complain about recurring headaches, bellyaches, nausea or vomiting after being separated from loved ones? Kla hy/sy oor herhalende hoofpyn, maagpyn, naarheid of braking nadat hy/sy van geliefdes geskei is?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:					
N4	Have the peculiarities or problems relating to separation caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met skeiding gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N5	Do the peculiarities or problems relating to separation cause him/her significant suffering? Het die vreemdheid of probleme in verband met skeiding gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N6	At what age did the peculiarities or problems relating to separation commence? Op watter ouderdom het die vreemdheid of probleme in verband met skeiding begin?	Age: Ouderdom:		
N7	Are they still present? Is dit nog daar?	Yes Ja	<input type="checkbox"/>	No Nee <input type="checkbox"/>

O. Defiance Uittarting		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.			Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
63.	Has there ever been a time when he/she was so angry that he/she could not be reached? Was daar al ooit 'n tyd toe hy/sy só kwaad was dat jy nie tot hom/haar kon deurdring nie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
64.	Does he/she often argue with adults? Stry hy/sy dikwels met grootmense?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
65.	Does he/she often tease others by deliberately doing things that are perceived as provocative? Terg hy/sy dikwels ander deur opsetlik goed te doen wat as uitlokkend beskou word?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
66.	Is he/she easily offended, or disturbed by others? Neem hy/sy maklik aanstoot of word hy/sy maklik gesteur deur ander?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
67.	Is he/she easily teased? Word hy/sy maklik uitgelok / onstel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:					
OP1	Have the peculiarities or problems relating to defiance caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met uittarting gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
OP2	Do the peculiarities or problems relating to defiance cause him/her significant suffering? Het die vreemdheid of probleme in verband met uittarting gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
OP3	At what age did the peculiarities or problems relating to defiance commence? Op watter ouderdom het die vreemdheid of probleme in verband met uittarting begin?	Age: Ouderdom:					
OP4	Are they still present? Ingaba zisekhona nangoku? Is dit nog daar?	Yes Ja	<input type="checkbox"/>	No Nee <input type="checkbox"/>			

Q. Anxiety Angs		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.			Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
73.	Does he/she have panic attacks with sudden strong fear or anxiety? Kry hy/sy skielik paniekaanvalle met erge vrees en/of angs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

74.	Does he/she fear leaving the house alone, being in crowds, waiting in line or going on a bus or train? Is hy/sy bang om alleen die huis te verlaat, om in skares te wees, om in 'n ry te wag of om op 'n bus of 'n trein te ry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.	Is he/she often particularly nervous or anxious? Is hy/sy dikwels baie senuweeagtig of angstig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:				
Q4	Have the peculiarities or problems relating to anxiety caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met angs gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Do the peculiarities or problems relating to anxiety cause him/her significant suffering? Het die vreemdheid of probleme in verband met angs gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	At what age did the peculiarities or problems relating to anxiety commence? Op watter ouderdom het die vreemdheid of probleme in verband met angs begin?	Age: Ouderdom:		
Q7	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> Ja <input type="checkbox"/>	No <input type="checkbox"/> Nee <input type="checkbox"/>	

R. Mood Gemoedstoestand	The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
76.	Does he/she have poor self-confidence? Het hy/sy swak selfvertroue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.	Does he/she often complain about bellyaches, headaches, breathing difficulties or other bodily symptoms? Kla hy/sy gereeld oor hoofpyn, maagpyn, asemhalingsprobleme of ander liggaamlike simptome?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.	Has he/she had recurrent episodes with extremely high activity levels, talkativeness & a flight/flurry of ideas? Het hy/sy al herhaaldelike episodes gehad van uiterse (<i>outwardly</i>) hoë aktiwiteitsvlakke, praterigheid en waar sy/haar gedagtes vinning van een idee na 'n ander spring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.	Does he/she have recurrent periods of obvious irritability? Het hy/sy herhaaldelike periodes van ooglopende geïrriteerdheid?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.	Does his/her self-confidence vary considerably across different situations? Wissel sy/haar selfvertroue aansienlik in verskillende situasies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:				
R9	Have the peculiarities or problems relating to mood caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met sy/haar gemoedstoestand gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R10	Do the peculiarities or problems relating to mood cause him/her significant suffering? Het die vreemdheid of probleme in verband met sy/haar gemoedstoestand gelei tot beduidende lyding vir die kind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R11	At what age did the peculiarities or problems relating to mood commence? Op watter ouderdom het die vreemdheid of probleme in verband met sy/haar gemoedstoestand begin?	Age: Ouderdom:
R12	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>

S. Concept of Reality Werklikheidsbegrip		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
81.	Has he/she ever had visions or seen things that no one else could see? Het hy/sy al ooit visioene gehad of dinge gesien wat niemand anders kon sien nie?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		If "Yes" or "Yes, to some extent" to this question: Indien "Ja" of "Ja, in 'n mate" op hierdie vrae:			
S3	Have the peculiarities or problems relating to concept of reality caused significant impairment in school, among peers or at home? Het die vreemdheid of probleme in verband met realiteitsbegrip gelei tot beduidende verswakking in skoolprestasie, tussen portuurgroeplede of by die huis?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S4	Do the peculiarities or problems relating to concept of reality cause him/her significant suffering? Het die vreemdheid of probleme in verband met realiteitsbegrip gelei tot beduidende lyding vir die kind?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S5	At what age did the peculiarities or problems relating to concept of reality commence? Op watter ouderdom het die vreemdheid of probleme in verband met realiteitsbegrip begin?	Age: Ouderdom:			
S6	Are they still present? Is dit nog daar?	Yes <input type="checkbox"/> No <input type="checkbox"/> Ja <input type="checkbox"/> Nee <input type="checkbox"/>			

T. Miscellaneous Allerlei		The essential aspect of each question is whether the problem/peculiarity has been pronounced compared to peers during any period of life Die hoofaspek van elke vraag is of die probleem/vreemde optrede opvallend was in vergelyking met die portuurgroep gedurende enige gegewe lewenstydperk.	Yes Ja	Yes, to some extent Ja, in 'n mate	No Nee
82.	Does he/she stutter? Hakkel hy/sy?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.	Is he/she or has she/she ever been bullied by other children in school? Word hy/sy of is hy/sy al ooit deur ander kinders by die skool geboelie?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84.	Has he/she ever been severely overweight? Was hy/sy al ooit erg oorgewig?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85.	Does he/she often have sleeping problems? Sukkerl hy/sy dikwels om te slaap?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86.	Does he/she often have nightmares? Het hy/sy dikwels nagmerries?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87.	Does he/she often walk in his/her sleep or have nocturnal panic attacks when he/she cannot be "reached" or comforted? Loop hy/sy dikwels in sy/haar slaap, of het hy/sy al wakker geword met 'n nagtelike paniek aanval en jy nie tot hom/haar kon deurdring of hom/haar kon vertroos nie?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>