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**Wigan Autism Pathway Referral Pack Cambridge Questionnaire - Teacher**

**Cambridge University Behaviour and Personality Questionnaire for Children**

**NOTE: This questionnaire is to be completed by the class Teacher. It can also be completed by staff familiar with the child in educational settings.**

**Please complete all sections.**

**Name ………………………………………**

**Date of Birth…………**

**Today’s date……………………...**

**Completed by …………………………….**

Please answer each of the following questions about the child and ensure all sections are complete.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Definitely Agree** | **Slightly Agree** | **Slightly Disagree** | **Definitely Disagree** |
| 1. S/he prefers to do things with others rather than on her/his own.
 |  |  |  |  |
| 1. S/he prefers to do things the same way over and over again.
 |  |  |  |  |
| 1. If s/he tries to imagine something, s/he finds it very easy to create a picture in her/his mind.
 |  |  |  |  |
| 1. S/he frequently gets so strongly absorbed in one thing that s/he loses sight of other things.
 |  |  |  |  |
| 1. S/he often notices small sounds when others do not.
 |  |  |  |  |
| 1. S/he usually notices house numbers or similar strings of information.
 |  |  |  |  |
| 1. S/he has difficulty understanding rules for polite behaviour.
 |  |  |  |  |
| 1. When s/he is read a story, s/he can easily imagine what the characters might look like.
 |  |  |  |  |
| 1. S/he is fascinated by dates.
 |  |  |  |  |
| 1. In a social group, s/he can easily keep track of several different people’s conversations.
 |  |  |  |  |
| 1. S/he finds social situations easy.
 |  |  |  |  |
| 1. S/he tends to notice details that others do not.
 |  |  |  |  |
| 13. S/he would rather go to a library than a birthday party. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. S/he finds making up stories easy.
 |  |  |  |  |
| 1. S/he is drawn more strongly to people than to things.
 |  |  |  |  |
| 1. S/he tends to have very strong interests, which s/he gets upset about if s/he can’t pursue.
 |  |  |  |  |
| 1. S/he enjoys social chit-chat.
 |  |  |  |  |
| 1. When s/he talks, it isn’t always easy for others to get a word in edgeways.
 |  |  |  |  |
| 1. S/he is fascinated by numbers.
 |  |  |  |  |
| 1. When s/he is read a story, s/he finds it difficult to work out the characters’ intentions or feelings.
 |  |  |  |  |
| 1. S/he doesn’t particularly enjoy fictional stories.
 |  |  |  |  |
| 1. S/he finds it hard to make new friends.
 |  |  |  |  |
| 1. S/he notices patterns in all things all the time.
 |  |  |  |  |
| 1. S/he would rather go to the cinema than a museum
 |  |  |  |  |
| 1. It does not upset him/her if his/her daily routine is disturbed.
 |  |  |  |  |
| 1. S/he doesn’t know how to keep a conversation going with her/his peers.
 |  |  |  |  |
| 1. S/he finds it easy to “read between the lines” when someone is talking to her/him.
 |  |  |  |  |
| 1. S/he usually concentrates more on the whole picture, rather than the small details.
 |  |  |  |  |
| 1. S/he is not very good at remembering phone numbers.
 |  |  |  |  |
| 1. S/he doesn’t usually notice small changes in a situation, or a person’s appearance.
 |  |  |  |  |
| 1. S/he knows how to tell if someone listening to him/her is getting bored.
 |  |  |  |  |
| 1. S/he finds it easy to go back and forth between different activities.
 |  |  |  |  |
| 1. When s/he talk on the phone, s/he is not sure when it’s her/his turn to speak.
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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. S/he enjoys doing things spontaneously.
 |  |  |  |  |
| 1. S/he is often the last to understand the point of a joke.
 |  |  |  |  |
| 1. S/he finds it easy to work out what someone is thinking or feeling just by looking at their face.
 |  |  |  |  |
| 1. If there is an interruption, s/he can switch back to what s/he was doing very quickly.
 |  |  |  |  |
| 1. S/he is good at social chit-chat.
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| 1. People often tell her/him that s/he keeps going on and on about the same thing.
 |  |  |  |  |
| 1. When s/he was in preschool, s/he used to enjoy playing games involving pretending with other children.
 |  |  |  |  |
| 1. S/he likes to collect information about categories of things (e.g. types of car, types of bird, types of train, types of plant, etc.)
 |  |  |  |  |
| 1. S/he finds it difficult to imagine what it would be like to be someone else.
 |  |  |  |  |
| 1. S/he likes to plan any activities s/he participates in carefully.
 |  |  |  |  |
| 1. S/he enjoys social occasions.
 |  |  |  |  |
| 1. S/he finds it difficult to work out people’s intentions.
 |  |  |  |  |
| 1. New situations make him/her anxious.
 |  |  |  |  |
| 1. S/he enjoys meeting new people.
 |  |  |  |  |
| 1. S/he is good at taking care not to hurt other people’s feelings.
 |  |  |  |  |
| 1. S/he is not very good at remembering people’s date of birth.
 |  |  |  |  |
| 1. S/he finds it very easy to play games with children that involve pretending.
 |  |  |  |  |