



Playmates & Friends

Questionnaire for Teachers, Revised

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Use a separate questionnaire to describe the playmates & friends of each selected child.

For **this child** _____, indicate age _____ (months), **Male Female** (circle one), whether this child has a disability **yes no** (circle one), ethnicity **W AA L/H A O *** (circle one), and primary language **E S B O **** (circle one).

Playmates

1. Who does _____ play with? List as many or as few playmates as appropriate using first name and last initial. How often does **this child** play with each playmate? Check *occasionally* or *frequently*.

Playmate's Name	Occasionally	Frequently	Playmate's Name	Occasionally	Frequently
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

Special Friends

2. From the list of playmates above, who would you say are **this child's** special friends? List as many or as few special friends as appropriate.

Friend's Name	Friend's Age	M/F *** (circle one)	Is this friend a classmate? (circle one)	How long (months) have they been friends?	Does this friend have a disability? (circle one)	What is this friend's ethnicity? * (circle one)	What is the primary language used when they are together? ** (circle one)
_____	_____	M F	yes no	_____	yes no	W AA L/H A O	E S B O
_____	_____	M F	yes no	_____	yes no	W AA L/H A O	E S B O
_____	_____	M F	yes no	_____	yes no	W AA L/H A O	E S B O
_____	_____	M F	yes no	_____	yes no	W AA L/H A O	E S B O
_____	_____	M F	yes no	_____	yes no	W AA L/H A O	E S B O
_____	_____	M F	yes no	_____	yes no	W AA L/H A O	E S B O

* White, African American, Latino/Hispanic, Asian, Other

** English, Spanish, Both English and Spanish, Other

*** Male/Female

Suggested citation

Goldman, B. D., & Buysse, V. (2005). *Playmates and friends questionnaire for teachers, revised*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

For more information about the **Playmates & Friends Questionnaire**, see the following articles

Buysse, V., Goldman, B. D., & Skinner, M. L. (2003). Friendship formation in inclusive early childhood classrooms: What is the teacher's role? *Early Childhood Research Quarterly, 18*, 485-501.

Buysse, V., Goldman, B. D., & Skinner, M. L. (2002). Setting Effects on friendship formation among young children with and without disabilities. *Exceptional Children, 68*(4), 503-517.

Brown, W. H., Odom, S. L., & Buysse, V. (2002). Assessment of preschool children's peer-related social competence. *Assessment for Effective Intervention, 27*(4), 61-71.

Danko, C. D., & Buysse, V. (2002). Thank you for being a friend: Fostering friendships for children with Autism Spectrum Disorder in inclusive environments. *Young Exceptional Children, 6*(1), 2-9.

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Teacher Friendship Strategies

3d. Select another friend from the list. _____

Friend's Name

Check how often you use each strategy below with respect to this friendship.

Strategy	Never	Rarely	Occasionally	Frequently	Comments
I provide enough free choice time for these friends to play together.					
I let these two friends form their own friendship.					
I provide suggestions to solve problems or resolve conflict between these two friends.					
I allow these two friends to "exclude" other children when they want to be alone together.					
I encourage play between these two friends by commenting on their activities in an encouraging way.					
I invite these two friends to play together.					
I share information with parents so they can arrange play dates outside of school for these two friends.					
I allow these friends to play off on their own.					
I make special materials or activities available during free choice time that encourage these friends to play together.					
I arrange for a child to be close to the friend.					
I speak for a child or interpret a child's behavior so the friend can understand.					
Other strategies I use:					

Teacher Friendship Strategies

3a. Select a friend from those listed on the previous page. _____

Friend's Name

Check how often you use each strategy below with respect to this friendship.

Strategy	Never	Rarely	Occasionally	Frequently	Comments
I provide enough free choice time for these friends to play together.					
I let these two friends form their own friendship.					
I provide suggestions to solve problems or resolve conflict between these two friends.					
I allow these two friends to "exclude" other children when they want to be alone together.					
I encourage play between these two friends by commenting on their activities in an encouraging way.					
I invite these two friends to play together.					
I share information with parents so they can arrange play dates outside of school for these two friends.					
I allow these friends to play off on their own.					
I make special materials or activities available during free choice time that encourage these friends to play together.					
I arrange for a child to be close to the friend.					
I speak for a child or interpret a child's behavior so the friend can understand.					
Other strategies I use:					

Use the following pages for additional friendships, if desired. You may want to select friendships that are established as well as those that are just beginning.

Teacher Friendship Strategies

3b. Select another friend from the list. _____

Friend's Name

Check how often you use each strategy below with respect to this friendship.

Strategy	Never	Rarely	Occasionally	Frequently	Comments
I provide enough free choice time for these friends to play together.					
I let these two friends form their own friendship.					
I provide suggestions to solve problems or resolve conflict between these two friends.					
I allow these two friends to "exclude" other children when they want to be alone together.					
I encourage play between these two friends by commenting on their activities in an encouraging way.					
I invite these two friends to play together.					
I share information with parents so they can arrange play dates outside of school for these two friends.					
I allow these friends to play off on their own.					
I make special materials or activities available during free choice time that encourage these friends to play together.					
I arrange for a child to be close to the friend.					
I speak for a child or interpret a child's behavior so the friend can understand.					
Other strategies I use:					

Teacher Friendship Strategies

3c. Select another friend from the list. _____

Friend's Name

Check how often you use each strategy below with respect to this friendship.

Strategy	Never	Rarely	Occasionally	Frequently	Comments
I provide enough free choice time for these friends to play together.					
I let these two friends form their own friendship.					
I provide suggestions to solve problems or resolve conflict between these two friends.					
I allow these two friends to "exclude" other children when they want to be alone together.					
I encourage play between these two friends by commenting on their activities in an encouraging way.					
I invite these two friends to play together.					
I share information with parents so they can arrange play dates outside of school for these two friends.					
I allow these friends to play off on their own.					
I make special materials or activities available during free choice time that encourage these friends to play together.					
I arrange for a child to be close to the friend.					
I speak for a child or interpret a child's behavior so the friend can understand.					
Other strategies I use:					