

Pain Interference Questionnaire

for Cerebral Palsy (PIQ-CP)



1 What is the pain interference questionnaire for cerebral palsy (PIQ-CP)?

The PIQ-CP assesses how much pain gets in the way of life. It has been used by children, teenagers and adults with chronic pain and disability. It can be used by your healthcare provider to better understand your pain and how it is impacting you. It can also help to plan goals for treatment, and make sure goals are focused on things that are important to you.

2 How it should be used

1. Healthcare providers should explain to the child/young person and family what the purpose of the assessment is
2. Most of the time it is easier to complete the pen and paper version before a healthcare appointment. The Talking Mat® version might be more suitable for during an appointment

3 Choosing the best version for you

The PIQ-CP can be completed in different formats based on your needs. All versions can be completed with a support person assisting.

1. Pen and paper version – all questions on one page, pictures included
2. Pen and paper version – one question per page, pictures included
3. Talking Mats® version – all questions are represented by a symbol

Pen and paper version

To complete this version you will need to:

1. Read and understand questions on a page **OR** understand questions when they are read out loud to you
2. Select an option out of 5 on a scale and understand what this means
3. Circle a number on the paper

Somebody else can read the questions out loud if needed, or circle the numbers on behalf of the person completing the form. Braille can also be added to the pen and paper version.

Talking Mats® version

To complete this version you will need to:

1. Look at pictures to help you understand a question
2. Listen to the explanation given by someone else (could be a parent, support person or health professional)
3. Put the picture under the symbol that best represents you and how you feel **OR** use your eyes to show where you would like to put the symbol

People who need assistance to physically place the symbols can indicate with their eyes, use switches or another method that works for them.

4 The role of the support person

Both versions can be completed with the help of someone you trust. If you are the support person, your job is to help the person completing the assessment to answer the questions themselves as best as possible. Try not to lead the person into answering a question a certain way

If the person is having trouble understanding a question, you can provide examples. Some suggestions could be:

Question Example

Everyday activities	<ul style="list-style-type: none"> Homework Chores Therapy 	<ul style="list-style-type: none"> Shopping Looking after pets Listening to music Playing sport
Mood	<ul style="list-style-type: none"> How you feel 	
Things I do for fun	<ul style="list-style-type: none"> Playing games with friends Going to the movies 	<ul style="list-style-type: none"> Listening to music Swimming
Taking care of myself	<ul style="list-style-type: none"> Getting dressed Having a bath or shower 	<ul style="list-style-type: none"> Eating Brushing my teeth
Learning new things	<ul style="list-style-type: none"> Learning new things at school or work Learning a new game Learning music 	
Getting along with others	<ul style="list-style-type: none"> Friends Family Other people at school Other people at work 	<ul style="list-style-type: none"> Other people at day options/ respite Other people at sport
Communication with others	<ul style="list-style-type: none"> Other people understanding me Being listened to 	<ul style="list-style-type: none"> Telling people what I want to tell them
Having fun	<ul style="list-style-type: none"> Enjoying my day 	<ul style="list-style-type: none"> Having fun in life
Spending time with friends/family	<ul style="list-style-type: none"> Things I do with friends Things I do with family 	<ul style="list-style-type: none"> Things I do with other people at work Things I do with other people at day activities
Getting around	<ul style="list-style-type: none"> Moving around my house Moving around at school Moving around at work Moving around at day activities 	<ul style="list-style-type: none"> Moving around at the park This might include using equipment (e.g. using my wheelchair, crutches, walker, sticks, bike, trike)
School/Work	<ul style="list-style-type: none"> Day options Respite Home school 	<ul style="list-style-type: none"> Supported employment Study

Pain Interference Questionnaire for Cerebral Palsy (PIQ-CP) Self Report

In the past week, how much has pain gotten in the way with:

Not at all A bit A lot

0 1 2 3 4

- 1 Sleep
- 2 Everyday activities
- 3 Mood
- 4 School/Work (includes respite, day options, study)
- 5 Things I do for fun
- 6 Looking after myself (or helping to look after myself)
- 7 Learning new things
- 8 Getting along with others
- 9 Communicating with others
- 10 Having fun
- 11 Spending time with friends and family
- 12 Getting around
- 13 My favourite thing to do (optional)

Icons for each activity: Pain and me, Get along with others, Get along with others, Your mood, Communicate with others, Your sleep, Look after yourself, Look after yourself, Spend time with friends/family, Do things for fun, Do everyday activities, Being at school, Being at work, Learn new things, Do things for fun, Get around, Have fun, Do my favourite thing.

Not at all A bit A lot

Pain Interference Questionnaire

for Cerebral Palsy (PIQ-CP)



5 How to set up the Talking Mats® version

1. Download picture symbols
2. Print off the picture symbols and cut them out
3. Choose the pictures that are most appropriate for the person
4. Present each picture one at a time. Leave the pictures with the "bite" out of the bottom left corner until last as these are the most difficult to understand
5. As you present each picture, ask the following question:

"In the last week, how much has pain has gotten in the way of.....?"

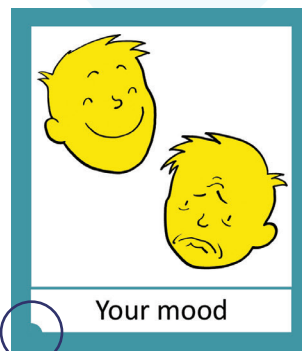
"Is it not at all, a bit, a lot?"

The person can also add it in between the columns if they are not sure

6. Allow the person answering to place the picture under the symbol they think is most appropriate
 - If they cannot pick up and place the symbols, they can indicate with their eyes or by using another method (e.g. switches)
7. Give the person time to think and decide where the symbol goes. They can change where it goes at any time
8. At the end, go through the picture mat the with person who completed it. Check that they are happy with where they have put the pictures

You could say: 'I want to check that you are happy with where you have put each picture. You said that pain gets in the way 'not at all' [list pictures under that symbol]
Pain gets in the way 'a bit'
[list pictures under that symbol]
Pain gets in the way 'a lot'
[list pictures under that symbol]
9. Take a picture of the mat and send it to the health care provider involved

We recommend that all people assisting someone to use the Talking Mats version complete Talking Mats Foundation Training to ensure responses are as accurate as possible



6 Scoring – for health care providers

1. Pen and paper version: add up the total of items 1-12 (/48). Item 13 (favourite thing) is optional and scored separately
2. Talking Mats® framework version:
 - Save the photo of the picture mat.
 - Not at all = 0, a little = 2, a lot = 4
 - If the person has put an item in between the three categories, then this corresponds to the number in between (e.g. between 'not at all' and 'a bit' = 1)
 - Total of all items (except 'favourite thing') = (/48). 'Favourite thing' is optional and scored separately

7 Healthcare providers to feedback the results of the assessment, including:

1. What the assessment told us about the person's pain
2. What the next steps for management/intervention are

0	1	2	3	4
0 x 3 = 0	1 x 1 = 1	2 x 2 = 4	3 x 1 = 3	4 x 6 = 24

(32/48)