



SAP-REPORT FORM: Conversational Partner Stage

Child's name: _____ Age: _____ Date completed: _____

Completed by: _____ Relationship to child: _____

This questionnaire should be completed by those who know the child well (i.e., those who interact with them on a daily or regular basis).

Please provide examples where you can.

SOCIAL COMMUNICATION

1. How does your child show that they are interested in interaction with others?
2. Which of the following reasons does the child communicate for in conversation? Tick all that apply and give examples.
 - To request desired objects or help _____
 - To request a break _____
 - To protest/refuse an undesired activity _____
 - To greet _____
 - To request permission _____
 - To comment on immediate and past events _____
 - To request information about immediate and past events _____
 - To express feelings and opinions _____
 - To plan ahead and discuss what will happen _____
3. What happens if you can't understand what your child is asking for or talking about? What does he/she do?
4. Which of the following types of words does your child use regularly in sentences? Tick all that apply and give specific examples.
 - Wh- words (e.g., *what, where, who*) _____
 - Words describing time (e.g., *before, now, later, when*) _____
 - Words describing size or number (e.g., *small, many*) _____
 - Words describing location (e.g., *next to, between, under*) _____
 - Pronouns (e.g., *I/you, he/she, we/they*) _____
 - Verbs (e.g., past, present, or future tense [e.g., *ate, ran, will go*]) _____
 - Conjunctions that link (e.g., *and, or*) _____
 - Conjunctions that imply cause (e.g., *but, so, because, if*) _____
5. With examples, please tick all of the following that your child does:
 - Initiates a variety of topics _____
 - Initiates topics _____

- ___ Talks about things of interest to others _____
- ___ Takes turns as a speaker and listener and responds appropriately _____
- ___ Is aware of what the other person knows and understands _____
- ___ Asks relevant questions _____
- ___ Moves smoothly between topics of conversation _____
- ___ Ends conversations politely _____

6. Which of the following nonverbal behaviours does the child use appropriately during conversation? Tick all that apply.

- ___ Facial expression ___ Gestures ___ Body posture ___ Proximity or physical distance to partner
- ___ Volume or loudness of voice ___ Tone or melody of voice

7. What are the child's favourite toys, games or recreational activities? How does he or she play or have fun? Does he or she have any areas of special interest?

8. How does your child respond in group situations?

	<i>seldom or not at all</i>	<i>sometimes</i>	<i>often</i>
Does your child imitate behaviours in new situations?	_____	_____	_____
Does your child learn rules modelled by adults?	_____	_____	_____
Does your child communicate and negotiate with peers?	_____	_____	_____

9. Does your child understand and cope with the following:

- ___ Verbal humor ___ Teasing ___ Sarcasm ___ Deception
- ___ Figures of speech (e.g., pull your socks up)

EMOTIONAL REGULATION

1. What activities or situations lead your child to show enjoyment or pleasure?

2. What activities or situations create the most distress or are boring for your child?

3. Does your child use strategies to stay focused, interested, calm, or engaged during *familiar* activities (e.g., mouthing or chewing on clothing or other items, fidgeting, rocking, verbally repeating schedule sequences, using checklists to monitor task progress)? If so, please describe.

4. Does the child use strategies to stay focused, interested, calm, or engaged during *new and changing situations*, or situations that are otherwise challenging (e.g., saying, "I'm finished with writing," and checking schedule to see what's next; expressing emotion or asking for information to ease stress when having to wait)? If so, please describe.

5. Does your child express positive and negative emotions verbally or nonverbally? If so, how?

<i>Positive emotions</i>	<i>Negative emotions</i>
Happiness _____	Sadness _____

Contentment _____	Anger or frustration _____
Silliness _____	Fear _____
Excitement _____	Sickness or tiredness _____
Interest _____	Anxiety, stress, or worry _____
Pride _____	Boredom _____
Hope _____	Embarrassment _____

6. Does your child respond to feedback and support to stay focused, interested, calm and engaged? If so, how?

7. How do you know when the child is overwhelmed, upset, bored or uninterested? What signs do they show?

Overwhelmed _____

Upset _____

Bored _____

Uninterested _____

8. When they get extremely upset or distressed,

How do they recover by themselves? How long does this usually take?

How do they recover with support from partners? How long does this usually take?

TRANSACTIONAL SUPPORT

1. Who does your child interact with or see on a regular basis (i.e., daily or weekly)?

2. Where does your child go to on a regular basis (i.e., daily or weekly)?

3. Which of the following are easy for you to read, follow and respond to? Please circle each, using the following key:

0—rarely or not at all 1—some of the time 2—most of the time.

___ Your child's focus of attention

___ What they are trying to communicate

___ How your child is feeling

___ Your child's preferred pace (fast or slow)

___ When your child needs a break

___ Whether they are interested

___ Whether your child is frustrated

___ Whether they are overwhelmed

4. What do you do to encourage the child to initiate and stay on topics in conversation (e.g., offering choices, waiting and encouraging initiations, following the child's topic, requesting information)?

5. How do you usually react if your child uses problem behaviours when very stressed, such as screaming, bolting, or incessantly reciting certain phrases? Is this reaction effective?

6. How do you secure your child's attention (e.g., moving closer to or further from the child, calling the child's name, introduce motivating topics into conversation)?
7. How do you keep interactions going with the child (e.g., allowing the child to initiate interactions, allowing the child to take breaks and move about, following the child's interest)?
8. How do you usually communicate to your child to ensure that they understand you?
9. Do you use visual supports to help with communication, understanding language, expressing emotion, and/or flow with the day better?
10. What features of the physical or social environment help your child to stay engaged (e.g., limiting the number of people the child interacts with, limiting the amount of background noise and/or visual stimulation, adding more opportunities for movement and rhythm, using specific places consistently for specific activities)?
11. What features of the physical or social environment help your child communicate better (e.g., smaller group size, motivating topics or activities that the child prefers, practicing social activities prior to an event)?

ADDITIONAL COMMENTS

1. Tell us about the things that your child enjoys or is good at.
2. List your concerns about your child.
3. What information would be most useful to you to help your child?
4. Is there anything else about the child that you think is important to share with us?
5. Do you have any questions for us?
6. What is the best time and way to contact you?