



SAP-REPORT FORM: Language 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. Describe how your child communicates (e.g., talking, signing, pictures or use of symbols).

2. How does your child look at people when interacting? Do they look at people:
 Rarely Sometimes Often

When playing with toys do they look up to see if you are watching and then look back at the toy?

Rarely Sometimes Often

3. Which of the following gestures do they use? Tick all that apply.

- Show objects Wave Point at a distance Clap
- Head shake (for rejecting or refusing) Head nod (for accepting or indicating yes)

4. Which of the following types of words (spoken, signed, pictures, written or as symbols) does your child use regularly to communicate? Please tick all that apply and give examples.

- Names of things (e.g., toys, food items, body parts) _____
- Names of people or pets _____
- Way to indicate "more" or "another" _____
- Way to indicate "no" or "gone" _____
- Greeting words (e.g., "hi," "bye," "see you later") _____
- Action words (e.g., "eat," "run," "go") _____
- Words that describe things (e.g., "hot," "big," "stuck") _____
- Spontaneous word combinations (e.g., "go outside," "biscuit gone") _____

5. Which of the following reasons does the child communicate for? Tick all that apply and give examples.

- To request a desired object or help _____
- To protest about something he or she does not like _____
- To greet _____
- To request permission _____
- To draw your attention to something that he or she wants you to notice _____
- To request information about things of interest _____

6. How does your child communicate with
seldom or not at all *sometimes* *often*

A familiar person? _____ _____ _____

seldom or not at all *sometimes* *often*

An unfamiliar person? _____ _____ _____

A small group of children? _____ _____ _____

7. What happens if you can't understand what they are asking for? What do they do? Give examples.

8. What are their favourite toys, objects? How does he or she play with them?

9. What does your child do if a familiar adult joins in with their play?

If a familiar child or brother or sister joins in?

10. Does your child copy others through the following:

rarely *sometimes* *often*

Imitating familiar actions or sounds _____ _____ _____

Imitating new actions or sounds _____ _____ _____

Imitating behaviour in new situations _____ _____ _____

11. Which of the following does your child understand? Please tick all that apply.

___ Gestures other than pointing ___ Pointing ___ Photographs or pictures ___ Written words

___ Facial expressions ___ Tone of voice ___ Child's name

___ Words or phrases in familiar contexts

___ Names of people and objects, without cues that help (e.g., situational)

___ Action word, again without supporting cues

___ Phrases or sentences without any cues

Give examples:

EMOTIONAL REGULATION

1. What does your child do? For example do they:

___ Show interest in a variety of situations? ___ Seek interactions?

___ Show intense interest in a few things? ___ Keep to him or herself?

___ Respond to bids for interaction?

2. What activities or situations are most fun or interesting to your child?

3. What activities or situations create the most distress or are boring to your child?

4. During familiar activities, does your child use strategies to stay focused, interested, calm or engaged? For example, rubbing a blanket, rocking or saying things such as, "Finish work then go outside"? If so please tell us what they do.

5. In new, changing or challenging situations do they use strategies to stay focused, interested, calm or engaged? Perhaps singing a familiar song or saying things such as "Don't worry," when they are scared). Again please tell us about these.

6. How does your child show their emotions?

Positive emotions

Negative emotions

Happiness _____

Sadness _____

Contentment _____

Anger or frustration _____

Silliness _____

Fear _____

7. Does your child respond to comfort when offered by others? If so, how?

8. Does your child respond to choices offered by others? If so, how?

9. What strategies do you use to help your child stay focused, interested, calm and engaged?

10. How do you know when your child is overwhelmed or upset? What signs does the child show?

11. How do you know when your child is bored or uninterested? What signals does the child show?

12. When your child has been very upset or distressed

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

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

TRANSACTIONAL SUPPORT

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

2. Where do they go regularly?

3. Which of the following are easy for you to read, follow and respond to? Please rate all those that apply.

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

___ Your child's focus of attention

___ What your child is trying to communicate

___ How your child is feeling

___ Their preferred pace (fast or slow)

___ When they need a break

___ If they are interested

___ When they are becoming frustrated

___ When they have become overwhelmed

4. What is the best way of helping them to initiate communication and take turns in interaction (e.g., offering choices, waiting and looking at the child, taking a turn and then waiting)?
5. How do you usually react if the child uses problem behaviours, such as hitting, screaming or biting? Does this work?
6. What strategies are the most helpful to secure the child's attention (e.g., getting down on the child's level, moving closer to or further from the child, matching the child's emotion, waiting and following the child)?
7. What strategies are the most helpful to 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 the child to ensure that your message is understood?
9. Do you use visual supports to help with communication, understanding language, expressing emotion and/or flow with the day better? If so, which supports do you use (e.g., defining steps of a task with pictures, transition objects, picture choices and/or signs)?
10. What features of the physical or social environment help the child stay engaged (e.g., limiting the number of people the child interacts with, limiting the amount of background noise and/or visual clutter, adding more opportunities for movement and rhythm, using specific places consistently for specific activities)?
11. What features of the physical or social environment help the child communicate better (e.g., using motivating toys or activities that the child prefers, placing enticing or desired objects slightly out of reach)?

ADDITIONAL COMMENTS

1. Tell us about the things that your child enjoys or is good at.
2. List your concerns about your child's development.
3. What information would be most useful to you in helping 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?