



## SAP-REPORT FORM: Social 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. When playing with toys, does your child look up to see if you are watching and then look back at the object?

Frequently       Sometimes       Rarely       Never

2. How does your child communicate? Please tick all that apply.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Give objects  | <input type="checkbox"/> Push away objects   | <input type="checkbox"/> Pull your hand to an object            |
| <input type="checkbox"/> Reach/touch   | <input type="checkbox"/> Show objects        | <input type="checkbox"/> Point/touch                            |
| <input type="checkbox"/> Wave  | <input type="checkbox"/> Clap                | <input type="checkbox"/> Head shake (for rejecting or refusing) |
| <input type="checkbox"/> Reach at a distance   | <input type="checkbox"/> Point at a distance |   |
| <input type="checkbox"/> Vocalising: What sounds does your child use? _____              |  |   |
| <input type="checkbox"/> Words (or attempts at words); list those your child uses: _____ |  |   |
| <input type="checkbox"/> Problem behaviours; give examples: _____                        |  |   |

3. Why does your child communicate? Tick all that apply and give examples if possible.

- To request a desired object \_\_\_\_\_
- To protest something he or she does not like \_\_\_\_\_
- To request help \_\_\_\_\_
- To request a social game (e.g., Peek-a-boo; chase or tickling games) \_\_\_\_\_
- To request comfort \_\_\_\_\_
- To greet \_\_\_\_\_
- To draw your attention to something that he or she wants you to notice \_\_\_\_\_

4. What happens if you can't work out what your child wants? What do they do?

5. Who does your child initiate communication with?

	<i>rarely</i>	<i>sometimes</i>	<i>often</i>
A familiar person	_____	_____	_____
An unfamiliar person	_____	_____	_____
A small group of children	_____	_____	_____

6. How does your child respond when others join in their play?

- A familiar person
- An unfamiliar person
- A small group of children

7. Does your child copy others through the following?

	<i>seldom</i>	<i>sometimes</i>	<i>often</i>
Taking a turn	_____	_____	_____
Imitating familiar actions or sounds	_____	_____	_____
Imitating new actions or sounds	_____	_____	_____

8. Which of the following does your child understand? Tick all that apply.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Gestures other than pointing | <input type="checkbox"/> Pointing                             | <input type="checkbox"/> Photographs or pictures |
| <input type="checkbox"/> Facial expressions           | <input type="checkbox"/> Tone of voice                        | <input type="checkbox"/> Child's name            |
| <input type="checkbox"/> Words in social games        | <input type="checkbox"/> Names of familiar people and objects |  |
| <input type="checkbox"/> Phrases in routine           | <input type="checkbox"/> Sentences                            |  |

For example:

### **EMOTIONAL REGULATION**

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

- |  |  |
|--|--|
| <input type="checkbox"/> Show interest in a variety of situations? | <input type="checkbox"/> Seek interactions?      |
| <input type="checkbox"/> Show intense interest in a few things?    | <input type="checkbox"/> Keep to him or herself? |
| <input type="checkbox"/> Respond to bids for interaction?          |  |

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

3. Does your child use strategies to stay focused, interested, calm or engaged during familiar activities (e.g., sucking on a dummy, rubbing a blanket, rocking, toe walking)? If so please describe.

4. Does your child use strategies to stay focused, interested, calm or engaged during new and changing situations or situations that are otherwise challenging? If so please describe.

5. What emotions does your child show?

6. Does the child respond to comfort when offered by others? If so, how?

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

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

9. How do you know if your child is bored or uninterested? What signals does your child show?

10. How do you know when your child is overwhelmed or upset? What signs does your child show?
11. When your child has been very upset or distressed, how do they recover?

### TRANSACTIONAL SUPPORT

1. Who does your child interact with or see on a regular basis?
2. Where do they go regularly?
3. Which of the following are easy for you to recognise 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  

<input type="checkbox"/> Your child's focus of attention	<input type="checkbox"/> What your child is trying to communicate
<input type="checkbox"/> How your child is feeling	<input type="checkbox"/> Your child's preferred pace (fast or slow)
<input type="checkbox"/> When they need a break	<input type="checkbox"/> When they are interested
<input type="checkbox"/> When they have become frustrated	<input type="checkbox"/> When they have become overwhelmed
4. What is the best way of helping them to share a communication (e.g., offering choices, waiting and looking at the child, taking a turn and then waiting)?
5. How do you usually react if your child uses problem behaviours, such as hitting, screaming or biting? Does this work?
6. What strategies are the most helpful to secure your child's attention (e.g., getting down on the child's level, moving closer to or farther 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 your 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 of language, express 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 your 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 your 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.
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?