



**Social Communication
Parent/Caregiver Questionnaire**

GENERAL INFORMATION

Date: _____

Child's Name: _____ Age: _____ Gender: _____ Date of Birth: _____

Person Responding: _____ Relationship to Child: _____

Current Educational Setting:

_____ Public School (mainstream classroom) _____ Private School
_____ Public School (special day class) _____ Home School
_____ Public School (resource) _____ Combination

School Name: _____ Grade: _____

Classroom Teacher: _____

Other persons working with student at school: _____

Current Services (check all that apply):

_____ Occupational Therapy _____ Speech Therapy _____ Feeding
Therapy
_____ Facilitated Play/Social Group _____ One-on-One Aide

Previous treatment programs or groups the child has participated in (please include when it was and for how long):

If your child has participated in a play/social group before, please provide more details:

Diagnostic Label (check all that apply):

_____ High Functioning Autism _____ Pervasive Developmental Disorder (PDD)
_____ Asperger Syndrome _____ Non-Verbal Language Disorder (NLD)
_____ Attention Deficit-Hyper Activity Disorder (ADHD) _____ Attention Deficit Disorder (ADD)
_____ Sensory Processing Disorder (SPD) _____ Oppositional Defiance Disorder (ODD)
_____ Receptive/Expressive Language Delay _____ Anxiety

Other: _____

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Checklist Directions: The following checklist helps give us a better picture of where your child is functioning and will help us in determining the most appropriate social skills to teach as well as the most appropriate group fit (if appropriate) for your child. Please mark off the boxes that apply the most to your child. No one descriptive category usually captures everything, so don't think your child should fit any one category. Thank you.

Receptive Language Development (Understanding and Processing of Language):

- Processes information quickly
- Uses new concepts readily, incorporates new vocabulary into communication
- Learns new concepts with repetition, needs cues to use new vocabulary. Visual and physical cues helpful.
- Delay in response time
- Understands communication when paired with visual and physical prompts
- Very concrete comprehension
- Child has difficulty understanding the concepts and language introduced – requires visual and/or physical prompts to understand message

Expressive Language Development (Use of Language):

- Advanced vocabulary and sentence structure
- Age expected vocabulary and sentence structure
- Slightly delayed vocabulary and sentence structure
- Significantly delayed vocabulary and sentence structure

Level of Perspective Taking/Social Skills and Relationship Development:

Limited Referencing Skills:

- Appears unaware of others
- Little appropriate engagement of activities
- May move from activities or social areas without engaging in activity
- Appears unaware of others' presence unless he/she needs something
- May request without referencing others

Emergent Referencing Skills (needs cues):

- May imitate peer activities with facilitation
- Can engage in simple turn-taking games with a peer with facilitation
- Engages cooperatively with adult, may prefer adults
- Activities are self centered and structured
- Beginning to notice peers and demonstrate interest in peer interaction

Moderate Referencing Skills (engages with peers in structured activities with scaffolding and model):

- Prefers to focus on his/her topic of interest or choice of game
- Difficulty with considering others in a group or engaging as a part of a group
- Is interested in others but struggles with sustaining engagement beyond his/her topic of interest
- Difficulty being flexible around another's wants or interests
- Engages well in physical activities or structured games

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Fairly Well Developed Referencing Skills (needs work on whole body listening and talking, engages with peers):

- Knows how to engage with others in a structured or familiar activity
- May still prefer adults to peers and may direct attention to the adults
- Is beginning to think of own plans and implementing them
- Demonstrates preferred interests and wants to incorporate familiar themes in many activities, sometimes inappropriately (e.g., always wants to talk about trains)

Behaviors: (Mark off the areas of behavior that best represent your child's functioning: multiple areas can be checked off; please provide examples or explanation if necessary)

- Motivated, focused, attentive
- Anxious
- Active and distracted
- Impulsive
- Rigid
- Inattentive or aloof (i.e., "in own world")
- Oppositional
- Physically aggressive towards peers
- Verbally aggressive towards peers
- Physically aggressive when upset towards adults
- Verbally aggressive when upset towards adults
- May run away or leave situation when upset
- Tantrums when upset
- Other: _____

ADDITIONAL INFORMATION

Your answers to the following will help us get a fuller picture of your child

How many close friends does your child have? _____

How many times per week does your child invite others to play?

How many times per week do other children invite your child to play?

Please list all organized peer activities your child is involved in:

Please list your child's special interests or talents:

How interested is your child in spending time with peers?

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1
Not Extremely
Interested

2

3

4

5
Very Interested

How interested is your child in making new friends?

1
Not Extremely
Interested

2

3

4

5
Very Interested

What are your primary concerns with regard to your child's social pragmatic communication?

What are your child's strengths regarding social development?

If I were to observe your child in the classroom, what would I notice about him/her?

If I were to observe your child spending time with a peer, what would I notice about him/her?

If I were to observe your child playing at home, what would I notice about him/her?

Thank you for taking the time to complete this questionnaire. Please return to the TALK office when finished.

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