



Teaching and Assessing Language for Kids

Play Skills History  
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)

\_\_\_\_\_ Receptive/Expressive Language Delay

\_\_\_\_\_ Anxiety

Other: \_\_\_\_\_

**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

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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 play with toys
- May move from toy to toy without engaging in activity
- May engage in peek-a-boo, simple games with familiar adult (e.g., row boat, up/down, etc.)
- Plays alone, may play appropriately with selected toys
- Appears more interested in physical aspect of toy than using it for purposeful play
- Appears unaware of others' presence unless he/she needs something
- May request without referencing others

**Emergent Referencing Skills (needs cues):**

- Parallel play (sharing play areas and similar toys)
- May imitate peer play with facilitation
- Can engage in simple turn-taking games with a peer with facilitation
- Plays cooperatively with adult, may prefer adults
- Participates in structured play with cues and model, using realistic toys in appropriate ways (e.g., makes cow "moo" and eat grass, drives car on track, etc.)
- Play is self centered and structured
- Can play along a familiar theme with some variation introduced (e.g., train can take cows to the park)
- 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

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- Difficulty with considering others in a group or playing as a part of a group
- Is interested in others but struggles with sustaining play beyond his/her topic of interest
- Difficulty being flexible around another's wants or interests
- Parallel play showing interest in peers, sharing play areas and similar toys
- May imitate peer play with facilitation
- Plays imaginatively within a familiar structure (e.g., building a zoo with a lego set)
- Engages in circle games, music with peers, physical activities

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

- Knows how to play with others in a structured or familiar activity
- May still prefer adults to peers and may direct attention to the adults
- Facilitation of play is successful
- Can vary play routines within a theme
- Is beginning to think of own plans and implementing them
- Demonstrates preferred interests and wants to incorporate familiar themes in many play activities, sometimes inappropriately (e.g., always wants to play with trains)
- With cues, plays cooperatively in a pretend play setting using imagination and representational props

**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:

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

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What are your child's strengths regarding social development?

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

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

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If I were to observe your child in a play date with a peer, what would I notice about him/her?

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

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