Do you have any concerns about the child’s mental health? i.e. anxiety, low mood.

Do you feel the child might present differently between home and school / masking behaviours?

What are the child’s strengths? What do people like about them?

*Social-Emotional Reciprocity*

What is it like to have a conversation with the child? Can you have a back-and-forth conversation with the child? Will they converse in a to-and-fro way on a topic that you have introduced, or is it about the child’s interests? Please give examples.

How and when does the child initiate interactions with an adult and a peer? What are the purposes of the interactions? e.g., requesting help, social chat, to get needs met.

How does the child respond when others try to engage with them? e.g., are they quiet or happy to engage in conversation.

Give examples of the child sharing e.g., food, toys, or games. Is this spontaneous or only when they are requested to do so?

Give examples of when the child has attempted to show you when they have achieved something or something they are proud of or shared their interests with you? e.g., brings you a picture or piece of work. Do they show enjoyment when doing this?

Give examples of the child joining in with shared enjoyment of the group. e.g., sharing in laughter or surprise. Is their reaction unusual or delayed?

How does the child communicate and share their emotions? Give any examples of where the child has referred to either their own or another’s feelings. e.g., when happy, sad, seeking comfort when hurt.

Give recent examples of the child offering to comfort someone else if they are upset or hurt. What would they do in that situation?

*Non-Verbal Communication*

Please describe the child’s use of eye contact. Does the child make good eye contact with you? Do they look you directly in the face when doing things with you or talking with you?

Please describe any facial expressions the child uses in communication. e.g., smiling, frowning, looking embarrassed, confused etc. Is it ever not appropriate to the situation?

Please list or describe any gestures that you have seen the child use. e.g., nod and shake head for no/yes, pointing, using their hands when talking, descriptive gestures.

Does the child understand other’s body language? Do they respond appropriately? Give some examples of what you have noticed? e.g., gestures, pointing, facial expression, body language, tone of voice.

Can the child integrate their nonverbal communication? e.g., using their gaze/eye, contact facial expression, gesture, and speech together

*Social Relationships*

Give examples of the child watching other children and/or engaging with them in play (please say how). Describe any two-way shared interactions.

Can the child make and maintain friends easily? How do they seem to do this?

Please describe any particular friendships the child has, and the nature of the friendships.

Does the child seem to know the difference between a friend and a school peer?

Give examples of how the child might change their behaviour in different social settings. e.g., being quiet and still in assembly and active in PE. Do they know how to change their behaviour at playtime and in the classroom?

Please list any recent inappropriate social questions or statements used by the child. e.g., saying statements that are not in line with the current situation, statements that are seen as inappropriate or potentially offensive.

*Restrictive/Repetitive Behaviours*

Give examples of the child using any odd phrases or saying the same thing over and over again in almost the same way e.g., asking questions, repeating sentences heard from an adult, saying the same thing during certain routines, odd words or phrases; borrowed phrases, formal or adult-like speech.

Please state any unusual aspects of the child’s speech e.g., accent, intonation, volume, speed, rhythm.

Please note and describe if the child has any repetitive body movements or odd ways of moving their hands or fingers. e.g. – stretching hands, flapping, squeezing, spinning, rocking, walking or running on tiptoe, peering, facial grimacing, jumping up and down on the spot, humming or repetitive sounds etc.

Give examples of the child lining things up, organising objects, or repeatedly counting things, either as part of a game or simply because they wish to do it.

*Routines, Rituals and Rigidities*

Please list any things that the child has to do in a very particular way or order. e.g., routines or rituals that they or someone else has to do, any greeting or verbal rituals.

Does the child have a specific routine at lunchtime/are they flexible around food? e.g., variation in dinners/pack ups, where they eat.

How does the child respond to changes? e.g., changes in their routine or surroundings, or changes of plan.

How does the child transition into school, between lessons or activities in class, between class and break and transitions from school holidays or between new academic years? E.g., Do they struggle with these transitions or require any additional support with daily transitions (now and next strip/board)

If the child gets an idea in their head, do they get stuck with it/struggle to move on?

*Preoccupations*

Please list any of the child’s special hobbies or interests that have a strong focus. Is there any impact? Does this get in the way of schoolwork or other activities?

*Sensory Behaviours*

Have you observed any instances when the child is more interested in a part of an object rather than the whole object. e.g., spinning a wheel of the car, looking closely at an object from different angles

Does the child have any aversions to sensory aspects of the environment? e.g., touch, light, sound, smell, movement, texture, taste

Does the child display any sensory seeking behaviours? e.g., excessive touching, licking, sniffing, movement, including jumping, climbing, running.

Does the child display any indifference to pain/temperature or difficulties recognising hunger /thirst? Not knowing if they are hurt or feeling the temperature like others.

***Play***

**These questions are dependent on age.**

What does the child like to play with? What is their play style?

Do they play imaginatively with other children? Can the child take the lead and follow?

Can other children get involved in their games/play? how do they respond if others do attempt to get involved in their play?

Is the child’s play repetitive? If yes, please provide details.

Please describe any spontaneously imitated behaviour of others. Will they dress up and pretend take on a character? e.g., pretending to be a teacher, pretending to cook, pretending to be a mum/dad/action hero.

How does the child use objects/toys in their play? e.g., using a stick as an aeroplane, using dolls, figures, toy animals as part of their play

***Additional Information***

Is there anything else you think it is important for us to know?