



Social Communication Questionnaire – Parent/Carer Version

To be completed by parents/carers

When answering the following questions, please provide descriptive information with examples in as many sections as possible.

It may also be helpful to consider the following:

- Include characteristics that may not be present currently, but which were noticeable or unusual in their earlier life.
- When examples of behaviour are provided in the question, they are illustrative and not exhaustive.

Name(s) of person(s) completing this questionnaire:

Signature(s):

If completing digitally, you may instead enter your full name(s) in the signature box.

Relationship to child/young person:

Date:



A: Social Communication and Interaction

A.1. Social-Emotional Reciprocity

To what extent are you able to have a two-way conversation with your child?

Does your child initiate spontaneous interactions with adults? How do they respond when addressed by adults? (examples can include responses involving speech and/or gestures, such as shrugging or nodding their head)

How does your child respond when approached/addressed by another child of a similar age? Would your child ever approach and introduce themselves to another young person of a similar age?

Do you have any concerns about your child being able to ask for help or make their needs/feelings known to others?

Does your child seem to want to share their excitement, enjoyment and interests with you or other family members? (e.g. being excited about an award; looking forward to Christmas/Birthdays)



A.2 Nonverbal Communication

Please can you describe the way your child makes eye-contact when they are talking with you? Does their eye-contact feel typical and comfortable?

To what extent does your child use gestures to communicate (e.g. nodding/shaking their head, waving, pointing and other hand/arm gestures used in combination with speech). Does their use of gesture feel typical, comfortable and appropriate for their age?

Are you able to identify how your child is feeling based on their facial expressions alone? For example, can you tell by their face when they are happy, confused or sad? Do you feel that they make a range of facial expressions? Please describe anything that seems unusual (e.g. exaggerated or lack of expressions).

Do you feel that your child is able to recognise the facial expressions of other people? For example, are they able to tell when others are happy, upset, angry or excited without any words being used? If not, please can you report how your child responds.

Do you feel that your child's voice has a natural quality when they are speaking? For example, does their tone, pitch, volume and/or pacing have expression and variation in ways that feel typical and comfortable? If not, please describe any concerns.



A.3 Relationships and Play

To what extent is your child interested in having friends? Do they have any particular friends or a “*best friend*”? Does their relationship with other children feel typical or in any way unusual?

How does your child manage when playing or placed in a group of two or more children of similar age? (for example, attending birthday parties or playing group social games)

To what extent does your child change their behaviour so that they behave in an appropriate way according to the setting, context or person they are with? (for example, do they adapt their behaviour appropriately when shopping vs. when they are at home vs. when visiting relatives?)

As a younger child (before age 5), to what extent did your child play pretend games (e.g. hoovering the house, pretend cooking, making cups of tea) or make up a story with toys/figures? Would they ever play imaginative games with other children? (e.g. Cowboys and Indians, shops, mummies and daddies). Please describe any aspects of their early play that seemed unusual.

What does your child like to play with now? Do they ever ask others to join in with them?



B: Restricted and Repetitive Patterns of Behaviour

B.1 Stereotyped or Repetitive Behaviour

Does your child speak with their local/family accent and dialect as you would expect?

Do you feel your child has ever tended to use rather odd phrases or say the same thing over and over again – either phrases that they have heard or made up?

Does your child seem to be more interested in a certain part of an object rather than the whole? Do they ever seem to use objects in a repetitive way or appear to position items in a particular way? (e.g. spinning wheels, flicking light switches on and off, lining up toys)

Does your child exhibit any unusual or repetitive movements of their hands or whole body? (e.g. finger mannerisms, hand flapping, spinning, bouncing up and down, rocking).



B.2 Insistence Upon Routines, Resistance to Change and/or Rigid Thinking

Are there certain things that your child seems to have to do in a particular way or order – sort of unusual routines or rituals that must be completed? (e.g. putting clothes on in a certain order; food being presented in a specific way)

To what extent is your child affected by minor changes to their routine, plans or how their personal items are arranged?

To what degree does your child interpret things that have been said in a literal way? For example, how do they interpret sarcasm and common sayings/idioms (e.g. it's raining cats and dogs; pull your socks up)

Do you feel that your child demonstrates a sense of humour that is appropriate for their age and development?



B.3 Restricted Interests

Does your child have any interests that are unusual in their intensity and/or peculiar in their nature? Please can you describe and illustrate how such interests are different in their intensity compared to an age appropriate interest or hobby?

B.4 Sensory Behaviours

To what extent does your child demonstrate any unusual behaviours or reactions that are related to their senses (i.e. sound, touch, smell, vision, taste, movement). For example, high/low tolerance of pain; reactions to noise; examining objects from unusual angles; stroking walls/surfaces; dislike or specific tastes/textures.