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Sydney
Therapy
& Co.

Speech
Language
Literacy
Life Skills

PRPP@HOME (High School)

PARENT / CAREGIVER QUESTIONNAIRE

for occupational therapy assessment

CHILD _____ SCHOOL YEAR _____

PARENT / CAREGIVER _____ DATE _____

The purpose of this questionnaire, as part of a comprehensive assessment, is to gather information about **your observations** of your child's use of cognitive strategies for participation in everyday activities.

The questionnaire has 2 sections:

SECTION 1 asks **WHAT** questions: What skills are, or are not, difficult?

SECTION 2 asks **WHY** questions: Why are these skills difficult?

Our vision at Sydney Therapy & Co, in partnership with teachers and families, is to support the successful participation of children

- during activities
- with other people
- within different contexts - school, home and community

This questionnaire is a first step in working together to guide occupational therapy involvement in relevant goals for you and your child.

Thank you for sharing your observations by completing the questionnaire.

SECTION 1 – What skills are, or are not, difficult?

Please ☒ any skill which **is difficult** for your child compared to your expectations for participation at home:

Fine motor

- | | | |
|--|---|--|
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Handwriting legibility | <input type="checkbox"/> Handwriting speed |
| <input type="checkbox"/> Copying from the board | <input type="checkbox"/> Spatial layout on the page | <input type="checkbox"/> Keeping books/sheets in order |
| <input type="checkbox"/> Writing: generating ideas | <input type="checkbox"/> Writing: organising ideas | <input type="checkbox"/> Writing: expanding ideas |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Task completion speed | |
| <input type="checkbox"/> Completing homework | <input type="checkbox"/> Completing assignments | |

Comments:

Gross motor

- | | | |
|---------------------------------------|--|----------------------------------|
| <input type="checkbox"/> Ball skills | <input type="checkbox"/> Sports | <input type="checkbox"/> Balance |
| <input type="checkbox"/> Coordination | <input type="checkbox"/> Maintaining upright posture | |
- Does your child tire easily after physical activity? ☐ Yes ☐ No

Comments:

Personal care / daily routines

- | | |
|---|--|
| <input type="checkbox"/> Dressing: <i>please describe difficulty</i> _____ | |
| <input type="checkbox"/> Personal hygiene / grooming: <i>please describe difficulty</i> _____ | |
| <input type="checkbox"/> Eating: <i>please describe difficulty</i> _____ | |
| <input type="checkbox"/> Getting ready for school | <input type="checkbox"/> Organising items needed for school (e.g., sports uniform) |
| <input type="checkbox"/> Getting ready for bed | <input type="checkbox"/> Keeping belongings / bedroom tidy |

Comments:

For each skill in this section, please ☒ **how often your child demonstrates this skill** compared to your expectations for participation at home/in community.

SOCIAL Cognition and associated behaviour for friendship making / keeping skills	Usually	Sometimes	Rarely
Joins in a structured game/activity			
Joins in an unstructured game/activity			
Looks at others when talking or listening			
Starts a conversation			
Keeps a conversation going			
Manages conversation topic (e.g. appropriately maintains/switches topic)			
Uses appropriate tone of voice			
Maintains appropriate personal space			
Is polite (e.g. hello, goodbye, thank you, asking permission, apologises)			
Makes friends			
Keeps friends			
Differentiates between false and true friends			
Is aware of others' feelings (e.g. facial expression, body language)			
Expresses concern/care for others (e.g. physical help/encouragement)			
Shares and takes turns			
Cooperates (e.g. lets others be the boss, participates as a 'team player')			
Problem solves (e.g. negotiates and compromises)			
Understands and demonstrates appropriate/expected behaviours in different social contexts			

For each skill in this section, please ✓ **how often your child demonstrates this skill** compared to your expectations for participation at home/in community.

EMOTIONAL Regulation and associated behaviour for participation in daily routines	Usually	Sometimes	Rarely
Identifies own feelings			
Communicates own feelings			
Manages anger			
Manages anxiety			
Manages sadness/disappointment (e.g. being left out)			
Manages teasing			
Manages peer pressure re: unacceptable/inappropriate behaviour (e.g. makes safe decisions, avoids situations which might lead to trouble, identifies right and wrong choices, is able to stand up for self)			
Accepts 'no'/consequences/corrections/feedback without becoming overly defensive/frustrated (e.g. is able to follow adult instructions)			
Accepts losing			
Demonstrates confidence, self-esteem, has a belief in own worth/skill			
Is self-motivated to participate			
Demonstrates enjoyment during activities with peers			
Demonstrates enjoyment during classroom tasks			
Is willing to attempt activities, 'has a go'			
Is resilient, 'bounces back' in challenging situations			

SECTION 2 – Why are these skills difficult? in terms of your child's strategy use for participation

Please ☒ any underlying ability which **is difficult** for your child compared to your expectations for participation at home:

A T T E N T I O N	<input type="checkbox"/> Is alert and 'switched on'; notices what is happening by actively looking or listening <input type="checkbox"/> Switches attention from one thing to another <input type="checkbox"/> Focuses on important detail <input type="checkbox"/> Is able to ignore distractions, e.g., noise <input type="checkbox"/> Remains still/calm when required, is not over-reactive to sensory environment <input type="checkbox"/> Stays focused long enough to finish <input type="checkbox"/> Pays attention to all of an instruction to gather information <input type="checkbox"/> Finds materials and equipment needed <input type="checkbox"/> Monitors what is going on around him / her and is responsive <input type="checkbox"/> Discriminates between what is, and is not, relevant to an activity <input type="checkbox"/> Matches behaviour to different environment situations and expectations
R E C A L L	<input type="checkbox"/> Recognises what is familiar and has already been taught <input type="checkbox"/> Uses appropriate words/language to name/label or categorise when interacting with others and working on activities <input type="checkbox"/> Remembers when things happen or when to do things <input type="checkbox"/> Remembers where things happen, where to do things, where to put things, where to be <input type="checkbox"/> Knows how long an activity should take <input type="checkbox"/> Knows where to position body in relation to other people and furniture <input type="checkbox"/> Understands and remembers individual instructions <input type="checkbox"/> Understands and remembers group instructions <input type="checkbox"/> Remembers rules / steps for familiar activities
P L A N N I N G	<input type="checkbox"/> Knows 'what to do': understands the goal of an activity and keeps it in mind during the activity <input type="checkbox"/> Sets a specific and realistic goal for an activity <input type="checkbox"/> Knows what 'finished' looks like <input type="checkbox"/> Gets self and things ready to start an activity <input type="checkbox"/> Organises own work, time, routine <input type="checkbox"/> Chooses everything needed for an activity <input type="checkbox"/> Plans the steps of an activity in a logical sequence <input type="checkbox"/> Paces self (not too rushed or too slow) <input type="checkbox"/> Paces self (not too gentle or too rough) <input type="checkbox"/> Asks others useful questions, asks for help if needed <input type="checkbox"/> Figures out what problem/obstacle is interfering with doing an activity <input type="checkbox"/> Thinks of alternatives to solve problems <input type="checkbox"/> Chooses the best (most efficient) plan for task performance/problem solving a situation <input type="checkbox"/> Anticipates consequences <input type="checkbox"/> Evaluates whether an activity has, or has not, been done well <input type="checkbox"/> Identifies why an activity has, or has not, been done well <input type="checkbox"/> Questions self, e.g., Could I do this better or differently?
D O I N G	<input type="checkbox"/> Initiates interactions or tasks; 'gets started' <input type="checkbox"/> Recommences activity after there has been an interruption <input type="checkbox"/> Stops when requested, e.g., moving, talking, doing something <input type="checkbox"/> Makes easy transitions between activities <input type="checkbox"/> Makes easy transitions between environments, e.g., school and home / outside and inside <input type="checkbox"/> Stays at table / stays with family or friends for duration of activity <input type="checkbox"/> Tries hard and exerts effort, perseveres, keeps going and tries again, even when obstacles/problems arise <input type="checkbox"/> Completes activities within appropriate timeframes <input type="checkbox"/> Adjusts to new, unfamiliar or different places, situations or people <input type="checkbox"/> Adjusts to change in routine

Does your child demonstrate any oversensitivity to:

Sound, e.g., loud noises, vacuum cleaners, bells

☐ Yes ☐ No

Touch, e.g., tags on shirts, messy textures such as paste

☐ Yes ☐ No

Other _____

Overall, what do you consider to be your child's priority or main difficulties?

Overall, what do you consider to be your child's main strengths?

Are there any additional comments you wish to make about any aspect of your child's behaviour, strategy use or participation?

