Conversation Starters for Educators
to have with Parents/Guardians

Conversation Starters for Educators to have with Parents/Guardians Insert the child's name in lieu of saying "the child" or "your child".

Outcome A – Children have positive social relationships

1. How does your child relate to you as parents/guardians?

2. How does your child relate to a familiar caregiver?

3. How does your child relate to strangers at first? After a while? In different settings?

4. How does your child interact with people in community settings (e.g. park, library, church, grocery stores, with neighbors on walks, at the bus stops, in restaurants, at playgroups, on outings)

5. How does child interact with and react to peers (e.g. at child care, in the park, in the neighborhood, in brief interactions)
   How often does this happen? Given your child's age is expected?

6. How does your child display emotions?

7. How would you describe your child's participation in "games" (joint attention, social, cooperative, rule-based, with turn taking)?

8. How does your child interact with other children?

9. How does your children let you know that he/she needs help? That he/she is frustrated?

10. Are there social skills or behaviors, or factors from across the developmental domains, which impact your child's positive social relationships?

11. Does your child integrate social skills and put them to use across settings and situations?

12. How would you expect other children of this age to act in these similar situations?

Outcome B – Children acquire and use knowledge and skills

1. How does your child use words and skills/behaviors that he/she has in everyday settings (e.g. home, at the park, at childcare, at the store, or mall, with different people)?

2. How does your child understand and respond to directions and requests from others?

3. Does your child use something learned? at one time? at a later time? How about in another situation?

4. How does your child interact with books, pictures, and print?

5. Tell me about a time he/she tried to solve a problem.

6. How does your child suggest they have an understanding of familiar scripts for how things work, what things are related, what comes next, and memory of previous actions in that situation?

7. How does your child demonstrate his/her understanding of symbols into concepts, communication and play?

8. How would you expect other children this age to act in these situations?

Outcome C — Children take appropriate action to meet their needs

1. What does your child do when he/she can't get or doesn't have what he/she wants?

2. What does your child do when he/she is hungry? Frustrated? Needs help? Is upset or needs comfort?

3. How does your child behave when dressing and undressing? When eating?

4. Does your child display toy preferences? How?

5. How does your child display preferences for certain people?

6. Are the actions your child uses to meet his/her needs appropriate for his/her age? Can he/she accomplish things that peers do?

7. How does your child get from place to place when desired or needed (for the educator — assistive devices that are needed for the child based on their diagnosis are included in this are)

8. What does your child do when he/she needs help? How does he/she convey his/her needs?

9. Tell me about your child's actions/ reactions with regard to hygiene (e.g. tooth brushing, washing hands/face, blowing nose).

10. How does your child show awareness of situations that might be dangerous?

11. Are there situations when a problem behavior or disability interfered with your child's ability to take action to meet their needs? How consistently? How serious is it? Does your child take alternative approaches? If so, what are those alternative approaches?

12. What does your child do when he/she is bored? How does he/she amuse him/herself or seek out something fun?

13. How does the child use materials to have an effect on his or her environment and activities?

14. How would you expect other children this age to act in these situations?