

All About My Child: Learning, Wellbeing and Participation



Child's full name:

Preferred name or nickname:

How to use this checklist

This checklist has six sections with questions to help your child's educator get to know your child and understand how best to support their learning, wellbeing, and participation.

You do not need to complete every question. You can choose the sections or questions that you would like to discuss with your child's educator.

There are no right or wrong answers. You can:

- ☐ tick as many boxes as apply to your child;
- ☐ add information in the text boxes;
- ☐ leave any questions blank;
- ☐ include anything important that we haven't asked about; and
- ☐ talk with your child's educator if you would prefer to share this information in another way.

Where appropriate, you can also invite your child to answer or contribute to some of the questions so that their own voice, preferences, and experiences are included.

About your child

What would you like your child's educator to know about them?

You might like to tell us about your child's:

- Strengths
- Interests and favourite activities
- Important people and relationships
- Culture, language and identity
- Things that are important to your child and family.

Please tell us anything you would like your child's educator to know.



Connecting and playing with others

How does your child like to play and spend time with other people?

Tick all that apply.

- | | |
|---|--|
| ☐ Playing independently | ☐ Playing with familiar children |
| ☐ Playing alongside other children | ☐ Spending time or playing with adults |
| ☐ Playing with one other child | ☐ It depends on the activity or situation |
| ☐ Playing in a small group | ☐ Watching other children before joining in |
| ☐ Playing in a larger group | ☐ I'm not sure yet |

What helps your child join in play or activities with other children?

Tick all that apply.

- | | |
|---|---|
| ☐ Having time to watch first | ☐ Having a clear role or something to do |
| ☐ An educator helping them join | ☐ Knowing what the activity is about |
| ☐ Playing with one or two children | ☐ Having enough space |
| ☐ Another child inviting them | ☐ I'm not sure yet |
| ☐ Joining with a familiar child | |

Is there anything else you would like your child's educator to know about how your child connects, plays, or spends time with others?

Learning and participating

What does your child enjoy learning about or doing?

You might like to tell us about particular interests, activities, or topics that your child enjoys.

What helps your child learn and participate?

Tick all that apply.

- | | |
|--|--|
| ☐ Watching someone show them what to do | ☐ Listening to instructions or explanations |
| ☐ Pictures or visual information | ☐ Practising and doing |
| ☐ Learning through movement | ☐ Hands-on activities |
| ☐ Repetition or familiar activities | ☐ Clear and simple instructions |
| ☐ One instruction at a time | ☐ Having extra time |
| ☐ Breaks between activities | ☐ Encouragement |
| ☐ One-to-one support | ☐ Learning alongside another child |
| ☐ Small groups | ☐ Following their interests |
| | ☐ I'm not sure yet |

Is there anything else you would like your child's educator to know about how your child learns and participates?

Feelings and wellbeing

What does your child enjoy, and what helps them feel comfortable?

Tick all that apply.

- | | |
|--|---|
| ☐ Familiar activities | ☐ Creative activities |
| ☐ Knowing what to expect | ☐ Active or physical play |
| ☐ Quiet play or activities | ☐ Pretend or imaginative play |
| ☐ Hands-on or sensory play | ☐ Time with other children |
| ☐ Music or dancing | ☐ Time to play and explore on their own |
| ☐ Technology or digital activities | ☐ Having time to watch before joining in |
| ☐ Favourite toys, objects or activities | ☐ I'm not sure yet |
| ☐ Clear or familiar routines | |

Are there things that your child finds challenging ?

Tick all that apply.

- | | |
|---|--|
| ☐ Separating from parent/caregiver | ☐ Making or maintaining eye contact |
| ☐ Being touched by other people | ☐ Loud noises |
| ☐ Some clothes or materials | ☐ Some foods |
| ☐ Changes to familiar routines | ☐ Moving from one activity to another |
| ☐ Waiting | ☐ Sharing (e.g., toys or materials) |
| ☐ Nappy change | ☐ Toileting |
| ☐ Busy or crowded environments | ☐ I'm not sure yet |

Is there anything else your child enjoys?

Is there anything else that might make your child uncomfortable, distressed, or overwhelmed?

When your child experiences a big feeling, what do you notice?

For example, some children express their feelings outwardly (e.g., crying, yelling, reacting physically etc.), while others might hold them inside (e.g., becoming quieter than usual, communicating less, stopping activities etc.)

What can educators do to help your child feel safe, calm, and supported when they are upset or overwhelmed?

Communicating

How does your child prefer to communicate with other people?

Tick all that apply.

- | | |
|--|---|
| ☐ Gestures (e.g. pointing, looking) | ☐ Sounds or vocalisations |
| ☐ Single words | ☐ Short phrases |
| ☐ Full sentences | ☐ Auslan or other signs |
| ☐ Communication device or AAC | ☐ Pictures, symbols or visual supports |

How can educators support your child to communicate?

Tick all that apply.

- | | |
|---|--|
| ☐ Providing extra time to respond or process information | ☐ Using pictures, symbols or other visual information |
| ☐ Giving one instruction at a time | ☐ Being in a quiet environment |
| ☐ Using gestures or demonstrations | ☐ Allowing movement |
| ☐ Not expecting eye contact | ☐ Allowing sensory fidget items |
| ☐ Providing an interpreter | ☐ Using hearing or communication equipment/supports |
| ☐ By involving familiar people | |
| ☐ Using simple, clear words and sentences | ☐ I'm not sure yet |

Is there anything else you would like your child's educator to know about how your child communicates?

How does your child let you know when they need something or need help?

How does your child let you know when they don't want something or want to stop?

Has your child ever temporarily lost or stopped using communication skills they previously used (e.g., words, gestures, sounds, signs)?

Are there situations where your child finds it harder to communicate or access their usual language (e.g., busy spaces, new people, stress, tiredness, sensory overload)?

Is there anything else your child's educator should know about communicating with your child?

Movement, senses, and access

What would you like your child's educator to know about how they move and access their environment?

Tick all that apply.

- | | |
|--|---|
| ☐ Enjoys lots of movement | ☐ May need extra time to move between activities or spaces |
| ☐ May tire easily | ☐ Benefits from clear/uncluttered space to move |
| ☐ Uses mobility equipment or supports | ☐ May be highly energetic and physical in play |
| ☐ May need support with balance or coordination | ☐ Avoids or finds certain movements uncomfortable |
| ☐ Enjoys or seeks out certain movements | ☐ Avoids or finds certain sounds uncomfortable |
| ☐ Enjoys or seeks out certain sounds | ☐ Avoids or finds certain lighting uncomfortable |
| ☐ Enjoys or seeks out certain lighting | ☐ Avoids or finds certain touch uncomfortable |
| ☐ Enjoys or seeks out certain touch | ☐ Avoids or finds certain textures uncomfortable |
| ☐ Enjoys or seeks out certain textures | ☐ Avoids or finds certain smells uncomfortable |
| ☐ Enjoys or seeks out certain smells | ☐ Avoids or finds certain tastes uncomfortable |
| ☐ Enjoys or seeks out certain tastes | ☐ Avoids or finds certain smells uncomfortable |
| ☐ May need opportunities to move regularly | ☐ Avoids or finds certain tastes unappealing |
| ☐ I'm not sure yet | |

Is there anything else you would like your child's educator to know about their movement or sensory preferences?

Does your child use any equipment or supports to help them access experiences or their environment?

What helps your child move around, access and participate comfortably?

Is there anything your child's educator should know about your child's hearing or vision?

Everyday routines

Is there anything your child's educator should know about supporting them during everyday routines?

Eating and drinking

Are there particular preferences, supports or routines that help your child eat and drink comfortably and safely?

Toileting or nappy changing

Is there anything that helps your child feel comfortable or supported?

Dressing and clothing

Does your child need support with dressing, or are there particular clothes, fastenings, textures, or routines that are important to them?

Rest, sleep or quiet time

What helps your child rest, settle or feel comfortable during quiet time?

Other everyday routines

Is there anything else about everyday routines that would be helpful for your child's educator to know?

Additional information

Is there anything important about your child or family that we haven't asked about?

Please include anything else that would help your child's educator get to know, include, and support your child.

Is there anything you would particularly like to talk about with your child's educator?