

Unlocking the Joy of Play

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Regarding Research Project: **Unlocking the Joy of Play!**

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Dear potential research participant,

You are invited to participate in the research project noted above which is being conducted by researchers from the University of Newcastle.

This research is part of Teghan O'Beirne's studies at the University of Newcastle, supervised by Dr Emily Freeman, Dr Olivia Whalen and Dr Erin Robinson from the School of Psychological Sciences.

The information below provides more detail about the study and how you can participate, if you choose to do so.

1. What is the research study about?

The purpose of the research is to have a strengths-based approach when exploring play preferences between children and their parents. The study will recruit parents of neurotypical and neurodivergent (e.g., autism, ADHD) children. This research aims to highlight play preferences and play strengths of neurodivergent children. Additionally, the survey will illuminate how and if sensory profiles influence play. By participating in this survey, participants will have the opportunity to help researchers understand the relationship between children's sensory profiles and parent-child play. Lastly, this research will support a strengths-based approach by investigating play strengths for children with high sensory needs.

2. Who is conducting the research?

This research project is being conducted by researchers from the University of Newcastle's School of Psychological Sciences including Dr Emily Freeman, Dr Olivia Whalen, and PhD candidate Teghan O'Beirne. This survey has also been developed in collaboration with the neurodivergent community.

3. Who can participate in the research?

This research study is recruiting English-speaking parents (18 years or older) of children aged 3 to 5 years old and are currently living in Australia.

4. What does participation involve?

If you agree to participate, you will be asked to complete an anonymous online survey about you and your child's play preferences, frequency, and enjoyment. There will be demographic questions about you and your child including neurodevelopment, physical and mental health. You will also be asked to complete the Child Sensory Profile Questionnaire 2 – Caregiver Questionnaire for us to gain an understanding of your child's unique sensory profile (Dunn, 2014). There will also be some optional open-ended questions where you can describe your child's (if any) special/ focused interests, play styles missed, and describing your latest play session with your child. Lastly, parents of a neurodivergent child will be asked if they would like to be contacted to participate in an optional interview about the barriers and facilitators to playtime. If yes is selected, you will be taken to a separate questionnaire that collects contact information that is not linked to survey responses.

The survey should take approximately 30 minutes to complete (will vary depending on the amount of play types you and your child engage in) and can be completed on a mobile phone, computer or tablet. At the end of the survey, you will have the option to enter your email address if you would like to enter the prize draw to win 1 of 4 \$50 online gift vouchers.

5. Do you have to take part in this research study?

No. Participation in this research study is voluntary. If you do not want to take part, you do not have to. If you decide to participate and later change your mind, you are free to withdraw from the study at any time prior to submitting your completed survey. Due to the anonymous nature of the survey, if you decide to withdraw from the project after submitting a completed survey, we cannot withdraw your responses.

6. What is the benefit of participating in this research study?

By participating in this survey, you will have the opportunity to help researchers understand the relationship between children's sensory profile and parent-child play. Additionally, this research will support a strengths-based approach by investigating play strengths for children with high sensory needs. Lastly, this survey provides the opportunity for you to reflect on the positive play experiences you have shared with your child.

7. Are there any risks involved in participating in this research?

Some of the questions deal with potentially sensitive issues such as questions on mental and physical health conditions. Should you find any of the questions upsetting, you can stop your participation at any time prior to submission of the survey.

You can also contact Lifeline on 13 11 14, Beyond Blue on 1300 224 636, or 13YARN on 13 92 76 (for Aboriginal or Torres Strait Islanders) should you need support regarding any of the issues raised in the survey.

8. How will your privacy be protected?

Due to the anonymous nature of the survey, the responses you provide will not be identifiable.

The survey will be hosted by the University of Newcastle IT Department through QuestionPro.

Data collected from interviews will be deidentified by replacing names with numerical codes early in the project before analysis. Interviews will be audio recorded and stored on the University of Newcastle's data cloud. During interviews, personal or sensitive information may be discussed and participants must maintain the confidentiality of others by not discussing this information with outside parties. All data will be transcribed, analysed and stored by the research team.

Data will be retained securely for a minimum period of 5 years from completion of the research and managed/stored in accordance with the University's Research Data and Materials Management Guideline (see <https://policies.newcastle.edu.au/document/view-current.php?id=72>) or any successor Guideline, and applicable University of Newcastle policy provisions (as amended from time to time). Participants can find more information about the University of Newcastle's IT department privacy/security policy here: https://www.newcastle.edu.au/__data/assets/pdf_file/0006/348810/Information-Security-Policy-D09-1992P-3.PDF

9. How will information collected by the research team be used?

The information we collect will contribute to Teghan O'Beirne's PhD thesis and potentially included in scientific publications and conference presentations. All of the data will be de-identified.

If you would like a copy of the summary of the results, please record your details using the separate link which will be provided at the end of the main survey. This information is collected and stored separately from your completed survey data.

Individual participants will not be identifiable in any of the outputs generated from the research project, but individual anonymous responses may be quoted. Non-identifiable data may be shared with other parties as part of a peer-review process to verify the robustness and integrity of the study, or to contribute to further research and public knowledge.

10. What you need to do in order to participate

Read this Information Statement in its entirety and be sure you understand all of the information provided before you agree to participate.

If there is anything you do not understand, or if you have questions, contact

Emily.Freeman@newcastle.edu.au or Teghan.Obeirne@uon.edu.au

If you would like to participate, please click the “Start” button and complete the online survey. If this document was provided in an electronic form you are encouraged to retain a copy for your reference.

Completion and submission of the survey will be taken as your implied consent to participate.

11. Do you need more information?

If you would like more information about this research project, please contact

Emily.Freeman@newcastle.edu.au or Teghan.Obeirne@uon.edu.au

Thank you,

A handwritten signature in black ink that reads "T. O'Beirne". The signature is written in a cursive style with a horizontal line through the middle of the letters.

Teghan O'Beirne
PhD Researcher
University of Newcastle

A handwritten signature in black ink that reads "Emily Freeman". The signature is written in a cursive style with a horizontal line through the middle of the letters.

Dr Emily Freeman
Senior Lecturer

Concerns or complaints about this research

This project has been approved by the College Human Ethics Advisory Panel, Approval No. H-2024-0278.


If you have concerns about your rights as a participant in this research, or if you have a complaint about the manner in which the research is conducted, you can contact the Chief Investigator Dr Emily Freeman (Emily.Freeman@newcastle.edu.au).

If you would prefer to contact someone independent of the research project, you can forward your concerns to:

Human Research Ethics Officer
Research and Innovation Services
University of Newcastle
University Drive
Callaghan NSW 2308, Australia
Phone: (02) 4921 6333
Email: Human-Ethics@newcastle.edu.au

Select Captcha and Verify

☐ I'm not a robot


reCAPTCHA
[Privacy](#) - [Terms](#)

Are you currently living in Australia?

- ☐ Yes
- ☐ No

How old are you?

- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ 25
- ☐ 26
- ☐ 27
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- ☐ 93
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- ☐ 97
- ☐ 98
- ☐ 99
- ☐ 100

What is your gender?

- ☐ Woman
- ☐ Man
- ☐ Non-Binary
- ☐ Prefer not to say
- ☐ Other (please specify)

What is your sex?

- ☐ Female
- ☐ Male
- ☐ Intersex
- ☐ Prefer not to say
- ☐ Other (please specify)

What is your current relationship status?

- ☐ Single
- ☐ De Facto
- ☐ Married
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Prefer not to say
- ☐ Other (please specify)

What country were you born in?

- ☐ Australia
- ☐ Prefer not to say
- ☐ Other (please specify)

Are you of Aboriginal or Torres Strait Islander origin?

- ☐ No

- ☐ Yes, Aboriginal
- ☐ Yes, Torres Strait Islander
- ☐ Yes, Aboriginal and Torres Strait Islander
- ☐ Prefer not to say

Which cultural background do you feel you most strongly align with (e.g., Australian, Greek, Chinese)?

- ☐ Prefer not to say
- ☐ Enter here

What language/s did you first learn to speak?

- ☐ English
- ☐ Prefer not to say
- ☐ Other (please specify)
- ☐ N/A

What is your highest educational attainment?

- ☐ Did not complete Yr 10
- ☐ Completed Yr 10
- ☐ Completed Yr 12
- ☐ TAFE Certificate
- ☐ Diploma
- ☐ Bachelor Degree
- ☐ Masters, Doctorate, Graduate Diploma

- ☐ Prefer not to say
- ☐ Other (please specify)

Do you have any of the following mental health conditions?

- ☐ Anxiety
- ☐ Depression
- ☐ Bipolar Disorder
- ☐ Schizophrenia
- ☐ Post-Traumatic Stress Disorder (PTSD)
- ☐ Complex Post-Traumatic Stress Disorder (CPTSD)
- ☐ Eating Disorder (e.g., anorexia, bulimia)
- ☐ Personality Disorder (e.g., borderline, antisocial)
- ☐ Prefer not to say
- ☐ No
- ☐ Other (please specify)

Do you have any physical conditions? If yes, please specify

- ☐ No
- ☐ Prefer not to say
- ☐ Yes

Have you been diagnosed, self-diagnosed, or in the process of being diagnosed with any of the following?

	No	Diagnosed	Self- Diagnosed	In the process of being diagnosed	Prefer not to say
Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADD/ ADHD-I (inattentive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD-HI (hyperactive/impulsive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD-C (combined)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourette's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyslexia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyscalculia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyspraxia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dysgraphia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your personal annual gross income (before tax)?

- ☐ \$0 - \$10,000
- ☐ \$10,001 - \$20,000
- ☐ \$20,001 - \$50,000
- ☐ \$50,001 - \$75,000
- ☐ \$75,001 - \$100,000
- ☐ \$100,001 - \$150,000
- ☐ \$150,001 +
- ☐ Prefer not to say

What is your current employment status?

- ☐ Full Time Parent

- ☐ Casually Employed
- ☐ Part-Time Employed
- ☐ Full-Time Employed
- ☐ Currently Unemployed
- ☐ Student
- ☐ Prefer not to say
- ☐ Other (please specify)

This is a quick AI check, please respond to the question below to proceed.

$$4 + 9 =$$

* must provide value

☐ 10

☐ 11

☐ 12

☒ 13

- ☐ 10
- ☐ 11
- ☐ 12
- ☐ 13

On average, how many days per week do you work (e.g., paid work, volunteering)?

- ☐ 0
- ☐ Less than 1

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ Prefer not to say

How many children do you have?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ Prefer not to say
- ☐ Other (please specify)

How old is the survey child in years and months? *Note: the survey child is the child aged 3 to 5 years old who you are completing this survey for.*

What is your relationship to the child (e.g., mother, father, grandmother, grandfather)?

What is the child's gender?

- ☐ Girl
- ☐ Boy
- ☐ Non-Binary
- ☐ Prefer not to say
- ☐ Other (please specify)

What is the child's sex?

- ☐ Female
- ☐ Male
- ☐ Intersex
- ☐ Prefer not to say
- ☐ Other (please specify)

What country was the child born in?

- ☐ Australia
- ☐ Prefer not to say
- ☐ Other (please specify)

What language did your child first learn to speak

- ☐ English
- ☐ Prefer not to say
- ☐ Other (please specify)
- ☐ N/A

Does your child go to daycare or school?

- ☐ Full time at home
- ☐ Day care
- ☐ Pre-school
- ☐ School
- ☐ Prefer not to say

On average, how many days per week does your child attend some form of care and/or schooling outside the home?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ Prefer not to say

Has your child been diagnosed, parent-diagnosed, or in the process of being diagnosed with any of the following? ?

	No	Diagnosed	Parent-Diagnosed	In the process of being diagnosed	Prefer not to say
Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADD/ ADHD-I (inattentive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD-HI (hyperactive/impulsive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD-C (combined)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tourette's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyslexia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyscalculia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyspraxia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dysgraphia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your child have any condition that prevents them from engaging in physical activity? If yes, please specify

- ☐ No
- ☐ Prefer not to say
- ☐ Yes

* This question is to check your attention only. When asked what your favourite drink is, please select 'Orange Juice'.

Based on the text above, what is your favourite drink?

- ☐ Beer
- ☐ Wine

- ☐ Tea
- ☐ Coffee
- ☐ Orange juice
- ☐ Apple Juice

The following statements describe how children may act. Please read each statement and select the opinion that best describes how often your child shows these behaviors. Please mark one option for every statement.

AUDITORY Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
reacts strongly to unexpected or loud noises (for example, sirens, dog barking, hair dryer).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
holds hands over ears to protect them from sound.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
struggles to complete tasks when music or TV is on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is distracted when there is a lot of noise around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
becomes unproductive with background noise (for example, fan, refrigerator).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tunes me out or seems to ignore me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seems not to hear when I call his or her name (even though hearing is OK).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoys strange noises or makes noise(s) for fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VISUAL Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75% of the time)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
prefers to play or work in low lighting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prefers bright colors or patterns for clothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enjoys looking at visual details in objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs help to find objects that are obvious to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is more bothered by bright lights than other same-aged children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
watches people as they move around the room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is bothered by bright lights (for example, hides from sunlight through car window).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TOUCH Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
shows distress during grooming (for example, fights or cries during haircutting, face washing, fingernail cutting).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
becomes irritated by wearing shoes or socks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shows an emotional or aggressive response to being touched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

becomes anxious when standing close to others (for example, in a line).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rubs or scratches a part of the body that has been touched.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
touches people or objects to the point of annoying others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
displays need to touch toys, surfaces, or textures (for example, wants to get the feeling of everything).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seems unaware of pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seems unaware of temperature changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
touches people and objects more than same-aged children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
seems oblivious to messy hands or face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MOVEMENT Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
pursues movement to the point it interferes with daily routines (for example, can't sit still, fidgets).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rocks in chair on floor, or while standing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hesitates going up or down curbs or steps (for example, is cautious, stops before moving).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
becomes excited during movement tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

takes movement or climbing risks that are unsafe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
looks for opportunities to fall with no regard for own safety (for example, falls down on purpose).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
loses balance unexpectedly when walking on an uneven surface.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bumps into things, failing to notice objects or people in the way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BODY POSITION Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
moves stiffly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
becomes tired easily, especially when standing or holding the body in one position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seems to have weak muscles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
props to support self (for example, holds head in hands, leans against a wall).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clings to objects, walls, or banisters more than same-aged children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
walks loudly as if feet are heavy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
drapes self over furniture or on other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs heavy blankets to sleep.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ORAL SENSORY Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
gags easily from certain food textures or food utensils in mouth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rejects certain tastes or food smells that are typically part of children's diets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eats only certain tastes (for example, sweet, salty).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
limits self to certain food textures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is a picky eater, especially about food textures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
smells nonfood objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shows a strong preference for certain tastes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
craves certain foods, tastes, or smells.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
puts objects in mouth (for example, pencil, hands).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bites tongue or lips more than same-aged children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONDUCT Associated With Sensory Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
seems accident-prone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rushes through coloring, writing, or drawing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes excessive risks (for example, climbs high into a tree, jumps off tall furniture) that compromise own safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

seems more active than same-aged children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does things in a harder way than is needed (for example, wastes time, moves slowly).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
can be stubborn and uncooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has temper tantrums.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
appears to enjoy falling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
resists eye contact from me or others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SOCIAL EMOTIONAL Response Associated with Sensory Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
seems to have low self-esteem (for example, difficulty liking self).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs positive support to return to challenging situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is sensitive to criticisms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has definite predictable fears.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expresses feeling like a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is too serious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has strong emotional outbursts when unable to complete a task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
struggles to interpret body language or facial expression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gets frustrated easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has fears that interfere with daily routines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost Always (90% or more of the time)	Frequently (75%)	Half the time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
is distressed by changes in plans, routines, or expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs more protection from life than same-aged children (for example, defenseless, physically or emotionally).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interacts or participates in groups less than same aged children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has difficulty with friendships (for example, making or keeping friends).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ATTENTIONAL Responses Associated With Sensory Processing

My child...

	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
misses eye contact with me during everyday interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
struggles to pay attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
looks away from tasks to notice all actions in the room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seems oblivious within an active environment (for example, unaware of activity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stares intensively at objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stares intensively at people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
watches everyone when they move around the room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jumps from one thing to another so that it interferes with activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gets lost easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

has a hard time finding objects in competing backgrounds (for example, shoes in a messy room, pencil in 'junk drawer').	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Almost Always (90% or more of the time)	Frequently (75%)	Half the Time (50%)	Occasionally (25%)	Almost Never (10% or less of the time)	Does Not Apply
seems unaware when people come into the room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* This question is to check your attention only. When asked what your favourite sport is, please select 'volleyball'.

Based on the text above, what is your favourite sport?

- ☐ football
- ☐ soccer
- ☐ cricket
- ☐ volleyball
- ☐ swimming
- ☐ tennis

The following questions relate to different types of activities some parents and children do together or on their own.

Does your child have a special/ focused interest currently? If yes, please describe what this looks like during playtime. ?

- ☐ No
- ☐ Prefer not to say
- ☐ Yes

How important do you do think the following types of play are?

	Not at all important	A little bit important	Somewhat important	Quite important	Very important
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, or playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you do the following types of play with your child?

	Never - child does this type of play	Never - child does this type of play on their own	Never - child does this type of play with others	1-2 times per year	1-2 times per month	1-2 times per week	3-4 times per week	5-6 times per week	Everyday
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Music (e.g., singing, listening, or playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

How often does your child initiate the following types of play with you?

		Never	1-2 times per year	1-2 times per month	1-2 times per week	3-4 times per week	5-6 times per week	Everyday
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, or playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much does your child enjoy the following types of play with you?

	Not at all	A little bit of enjoyment	A moderate amount of enjoyment	A lot of enjoyment	Extremely joyful
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all	A little bit of enjoyment	A moderate amount of enjoyment	A lot of enjoyment	Extremely joyful
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, or playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you enjoy the following types of play with your child?

	Not at all	A little bit of enjoyment	A moderate amount of enjoyment	A lot of enjoyment	Extremely joyful
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	A little bit of enjoyment	A moderate amount of enjoyment	A lot of enjoyment	Extremely joyful
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, or playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often does your child get angry when playing the following with you?

	Never (10% or less of the time)	Occasionally (25%)	Half the Time (50%)	Frequently (75%)	Almost Always (90% or more of the time)
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never (10% or less of the time)	Occasionally (25%)	Half the Time (50%)	Frequently (75%)	Almost Always (90% or more of the time)

Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often does your child cry or have a meltdown when playing the following with you?

	Never (10% or less of the time)	Occasionally (25%)	Half the Time (50%)	Frequently (75%)	Almost Always (90% or more of the time)
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never (10% or less of the time)	Occasionally (25%)	Half the Time (50%)	Frequently (75%)	Almost Always (90% or more of the time)
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often does your child laugh when playing the following with you?

	Never (10% or less of the time)	Occasionally (25%)	Half the Time (50%)	Frequently (75%)	Almost Always (90% or more of the time)
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising or Categorising Toys/Objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pretend Play (e.g., make believe, playing with dolls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen Time (e.g., watching a movie together)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused Interest Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never (10% or less of the time)	Occasionally (25%)	Half the Time (50%)	Frequently (75%)	Almost Always (90% or more of the time)
Vestibular Play (e.g., trampoline, spinning, dancing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messy or Sensory Play (e.g., playing with slime, sand, mud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Task-Based Play (e.g., gardening, cooking, cleaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music (e.g., singing, listening, playing an instrument)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* This question is to check your attention only. When asked what your favourite colour is, please select 'Blue'.

Based on the text above, what is your favourite colour?

- ☐ Red
- ☐ Blue
- ☐ Yellow
- ☐ Green
- ☐ Purple
- ☐ Orange

How motivated is your child to 'win' when playing the following with you?

	Not at all motivated	Somewhat motivated	Moderately motivated	Highly motivated	N/A
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you let your child 'win' when playing the following?

	I never let them win	Less often than I win	About as often as I win	More often than I win	I always let them win	N/A
Rough-and-Tumble Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ball Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



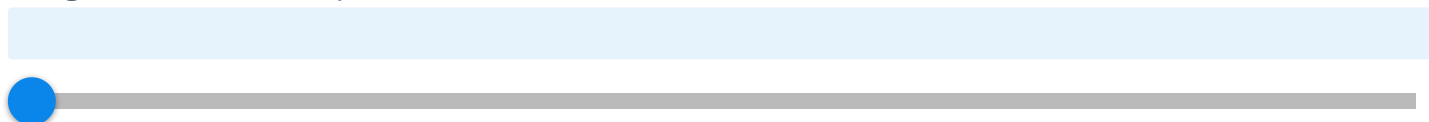
What types of rough-and-tumble play do you do with your child?

- ☐ Tickle Games
- ☐ Chasing Games
- ☐ Wrestling Games
- ☐ Strength Games (e.g., arm wrestle, pretend you can't get up off the ground when they hold you down)
- ☐ Other (please specify)

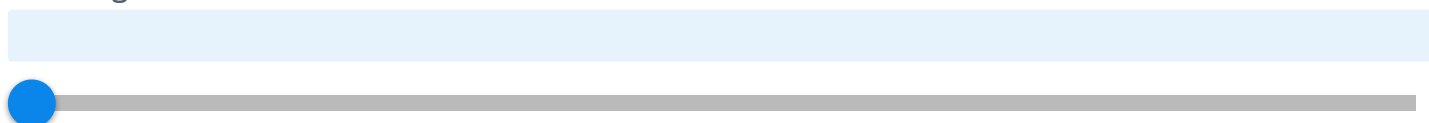
Parallel Play

Play that occurs independently from one another but in the same space is called parallel play. For the following types of play, how much of the time do you and your child play in parallel? Drag the bar to 100% if this type of play always occurs in parallel, or to 0% if the type of play never occurs in parallel.

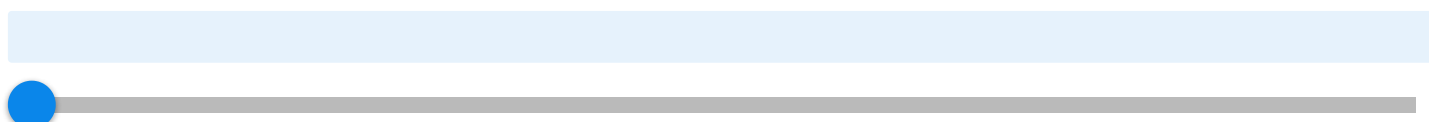
Rough-and-Tumble Play



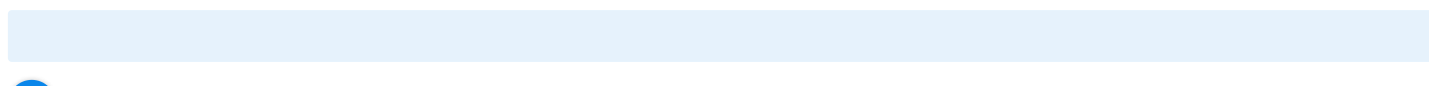
Reading



Puzzles



Ball Games





Organising or Categorising Toys/Objects



Pretend Play (e.g., make believe, playing with dolls)



Screen Time



Video Games



Craft



Focused Interest Play



Vestibular Play (e.g., trampoline, spinning, dancing)



Messy or Sensory Play (e.g., playing with slime, sand, or mud)

Task-Based Play (e.g., gardening, cooking, cleaning)

Music (e.g., singing, listening, playing an instrument)

If there are any other play styles we have missed that your child likes to engage in with you, please provide below including:

- How often you do this type of play together.
- How much enjoyment you both have when doing this type of play.
- How often your child laughs, gets angry, or cries while doing this type of play.

Please describe what the latest play session looked like between you and your child.

Do you have any other comments about the play between you and your child?

Would you like to enter the draw to win 1 of 4 \$50 online gift vouchers/ be contacted for an online semi-structured interview / a summary of the results of this study?

☐ Yes

☐ No

Would you like to enter the draw to win 1 of 4 \$50 online gift vouchers and/or get a summary of the results of this study?

☐ Yes

☐ No