

SCHOOL QUESTIONNAIRE

Child's Name: _____ Today's Date: _____

Birth Date: _____ Age: _____ Sex: Male Female

School: _____ Person completing this form: _____

Current Grade: _____ Class Type: _____

PRESENTING PROBLEM

Please describe the student's current problem(s): _____

How long has this problem been of concern to you? _____

When did you first notice the problem? _____

What seems to help the problem? _____

What seems to make the problem worse? _____

Have you noticed changes in the student's abilities? Yes No

If yes, please describe: _____

Have you noticed changes in the student's behaviour? Yes No

If yes, please describe: _____

Has the student received evaluation or treatment for the current problem or similar problems? Yes No

If yes, when and with whom? _____

Is the student receiving any special programming? If yes describe (e.g. resource room, T.A. support etc.).

What are the student's current school grades? _____

How is this student's attendance (If poor, please describe frequency of absences)? _____

What specific questions would you like to have answered by this assessment? _____

CHECKLIST FOR CONCERNS

Place a check mark next to each item that accurately describes the student. If you cannot evaluate an item, please write a question mark next to the box.

Cognitive

- Has poor comprehension of material
- Has poor short-term memory
- Has poor long-term memory
- Has difficulty understanding and following directions
- Has difficulty conceptualizing material
- Uses problem-solving strategies inefficiently
- Learns very slowly

Perceptual/Motor

- Has poor auditory perception
- Has poor visual perception
- Has poor handwriting
- Has clumsy and awkward movements
- Has right-left confusion
- Has poor gross motor coordination
- Has poor fine motor coordination

Speech/Language/Academic

- Has poor expressive language
- Has difficulty communicating interests
- Has a speech impairment
- Uses immature vocabulary
- Has difficulty in decoding words
- Has poor reading comprehension
- Has difficulty in producing rhymes
- Has difficulty in recognizing similar phonemes
- Has difficulty arranging phonemes into words
- Has difficulty with writing composition
- Has poor grammar
- Has poor spelling
- Has poor math skills

Social/Emotional/Motivational

- Gives up easily
- Is easily frustrated
- Has low interest in schoolwork
- Has limited motivation
- Has low expectation for success
- Avoids doing work in class
- Fails to do homework
- Has low self-esteem
- Is socially isolated
- Has low popularity
- Has limited social perceptiveness
- Does not get along with other children
- Shows aggressive behaviour
- Shows anger quickly
- Is immature
- Is stubborn
- Is often anxious
- Is depressed or unhappy
- Is uncooperative
- Is upset by changes in routine
- Has difficulty in accepting criticism
- Asks questions constantly
- Has difficulty functioning independently
- Requires constant supervision
- Seeks attention constantly
- Shows disruptive behaviour
- Talks excessively
- Give in to peer pressure
- Is self-critical
- Has poor eye contact
- Has wide mood changes
- Steals things
- Has numerous physical complaints

CHECKLIST FOR BEHAVIOURAL/EMOTIONAL CONCERNS

Place a check next to any behaviour or problem that the student currently exhibits.

Inattention:

- Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
- Often has difficulty sustaining attention on tasks or play activities
- Often does not seem to listen when spoken to directly
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behaviour or failure to understand instructions)
- Often has difficulty organizing tasks and activities
- Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- Is often easily distracted by extraneous stimuli
- Is often forgetful in daily activities

Hyperactivity:

- Often fidgets with hands or feet or squirms in seat
- Often leaves seat in classroom or in other situations in which remaining seated is expected
- Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- Often has difficulty playing or engaging in leisure activities quietly
- Is often "on the go" or often acts as if "driven by a motor"
- Often talks excessively

Impulsivity:

- Often blurts out answers before questions have been completed
- Often has difficulty waiting for his/her turn
- Often interrupts or intrudes on others (e.g., butts into conversations or games)

Inappropriate Conduct:

- Often bullies, threatens, or intimidates others
- Often initiates physical fights
- Has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, knife, gun)
- Has been physically cruel to people
- Has been physically cruel to animals
- Has stolen while confronting a victim (e.g., mugging, purse snatching, armed robbery)
- Has forced someone into sexual activity
- Has deliberately engaged in fire setting with the intention of causing serious damage
- Has deliberately destroyed others' property (other than by fire setting)
- Has broken into someone else's house, building, or car
- Often lies to obtain goods or favors or to avoid obligations (i.e., "cons" others)
- Has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking & entering, forgery)
- Often stays out at night despite parental prohibitions, beginning before age 13 years
- Has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)
- Is often truant from school, beginning before age 13

How long have these been of concern in the school environment? _____

Oppositional Behaviours:

- Often loses temper
- Often argues with adults
- Often actively defies or refuses to comply with adults' requests or rules
- Often deliberately annoys people
- Often blames others for his or her mistakes or misbehaviour
- Is often touchy or easily annoyed by others
- Is often angry or resentful
- Is often spiteful or vindictive

How long have these been of concern in the school environment? _____

Depression:

- Depressed mood most of the day, nearly every day, as indicated by either subjective reports (e.g., feel sad or empty) or observations made by others (e.g., appears tearful). **Note:** in children and adolescents, can be irritable mood
- Markedly diminished interest or pleasure in all, or almost all, activities most of the day, nearly every day (as indicated by either subjective account or observations made by others)
- Significant weight loss when not dieting or weight gain (e.g., a change of more than 5 percent of body weight in a month), or decrease or increase in appetite nearly every day. **Note:** In children, consider failure to make expected weight gains
- Insomnia or hypersomnia nearly every day
- Psychomotor agitation or retardation nearly every day (observable by others, not merely subjective feelings of restlessness or being slowed down)
- Fatigue or loss of energy nearly every day
- Feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day (not merely self-reproach or guilt about being sick)
- Diminished ability to think or concentrate, or indecisiveness, nearly every day (either by subjective account or as observed by others)
- Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without a specific plan, or suicide attempt or a specific plan for committing suicide

Anxiety:

- Excessive worrying or anxiety (apprehensive expectation), occurring more days than not for at least 6 months, about a number of events or activities (such as school performance)
- Finds it difficult to control the worry
- Feelings of restlessness or being on edge
- Being easily fatigued
- Difficulty concentrating or mind going blank
- Irritability or anger
- Muscle tension
- Sleep disturbances (difficulty falling or staying asleep, or restless unsatisfying sleep)

ASSETS

Please list to the child's assets or strengths in each of the following areas.

Cognitive: _____

Language/Academic: _____

Perceptual/Motor: _____

Social/Behavioural: _____
