*Please fax or mail completed questionnaire to: Attention  Dr. Rogers*

*Fax  806-281-9964  Address 3301-101st Street Lubbock, Texas 79423*

School Questionnaire

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child’s Name:

Your name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject taught/Position: \_\_\_\_\_\_\_\_\_\_

Contact Person at the School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What type of school environment? (Please circle)Public     Private    Home school

Please list any specific concerns that you have for this child:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list areas of strengths for this child:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list areas of difficulty for this child:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does this child receive any special services at the school currently?

* Learning Disabled Student
* Resource Instruction, if so in what:
* Content Mastery, if so in what:
* Remedial Reading Instruction
* Specific Dyslexia Remediation
* Remedial Math Instruction
* Language Therapy
* Speech Therapy
* School Psychologist
* Classroom Modifications, if so what:

Please record current grades or results of standardized testing (can attach copies):

1. Reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Spelling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Language Arts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Social Studies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Art \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Music\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. PE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Citizenship\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Skills

Place an appropriate mark in the column that best describes this child’s abilities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading/Writing/Math**  | **Above Expected**  | **Appropriate for age**  | **Delayed for age**  | **Delayed > 1 grade level**  |
| Able to read sight words   |   |   |   |   |
| Reads orally fluently  |   |   |   |   |
| Reads orally accurately  |   |   |   |   |
| Reading comprehension  |   |   |   |   |
| Reading rate (silent reading)  |   |   |   |   |
| Identifying main ideas  |   |   |   |   |
|    |   |   |   |   |
| Printing letters accurately/legibly  |   |   |   |   |
| Cursive writing, rate    |   |   |   |   |
| Cursive writing, legibility    |   |   |   |   |
| Copying from the board quickly  |   |   |   |   |
| Writing in complete sentences  |   |   |   |   |
| Sentences are grammatically correct  |   |   |   |   |
| Adequate vocabulary in writing  |   |   |   |   |
| Writing is organized with beginning, middle, and ending  |   |   |   |   |
| Spelling in written expression  |   |   |   |   |
| Punctuation   |   |   |   |   |
| Length of writing assignment   |   |   |   |   |
| Other:  |   |   |   |   |
|   |   |   |   |   |
| Performing multiplication   |   |   |   |   |
| Recalling math facts quickly  |   |   |   |   |
| Understands basic algebra  |   |   |   |   |
| Solving word problems  |   |   |   |   |
| Learning math vocabulary  |   |   |   |   |
| Understanding math concepts (geometry, etc)  |   |   |   |   |
| Other:  |   |   |   |   |
|   |   |   |   |   |
| Using new vocabulary when speaking  |   |   |   |   |
| Understanding verbal directions  |   |   |   |   |
| Recalling words/ideas quickly  |   |   |   |   |
| Summarizing ideas  |   |   |   |   |
| Participating in classroom discussions  |   |   |   |   |
| Remembering directions  |   |   |   |   |
| Remembering homework, lunchbox, personal items  |   |   |   |   |
| Following instructions  |   |   |   |   |
| Organizational  skills  |   |   |   |   |

Page BreakThis section is to look specifically for attention problems:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Check the ONE Column which best describes this child as compared to his/her peer group:**  | **Not at all**  | **Just a little**  | **Quite a bit**  | **Very much**  |
| 1. Fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
 |   |   |   |   |
| 1. Has difficulty sustaining attention in tasks or play activities.
 |   |   |   |   |
| 1. Does not seem to listen when spoken to directly.
 |   |   |   |   |
| 1. Does not follow through on instructions and fails to finish schoolwork, chores, or duties (not due to oppositional behavior or failure to understand).
 |   |   |   |   |
| 1. Has difficulty organizing tasks and activities.
 |   |   |   |   |
| 1. Avoids, dislikes, or is reluctant to engage  in tasks that require sustained mental effort (such as schoolwork or homework).
 |   |   |   |   |
| 1. Loses things necessary for task or activities (e.g. school assignments, pencils, books, or toys).
 |   |   |   |   |
| 1. Is easily distracted by extraneous stimuli.
 |   |   |   |   |
| 1. Is forgetful in daily activities.
 |   |   |   |   |
| 1. Fidgets with hands or feet or squirms in seat.
 |   |   |   |   |
| 1. Leaves seat in classroom or in other situations in which remaining seated is expected.
 |   |   |   |   |
| 1. Runs about or climbs excessively in situations in which remaining seated is expected.
 |   |   |   |   |
| 1. Has difficulty playing or engaging in leisure activities quietly.
 |   |   |   |   |
| 1. Is always “on the go” or “driven by a motor”.
 |   |   |   |   |
| 1. Talks excessively.
 |   |   |   |   |
| 1. Blurts out answers to questions before the questions have been completed.
 |   |   |   |   |
| 1. Has difficulty waiting in lines or awaiting turn in games or group activities.
 |   |   |   |   |
| 1. Interrupts or intrudes on others (e.g. butts into other’s conversations).
 |   |   |   |   |
| 1. Loses temper.
 |   |   |   |   |
| 1. Argues with adults.
 |   |   |   |   |
| 1. Actively defies or refuses to comply with adults’ requests or rules.
 |   |   |   |   |
| 1. Deliberately annoys people.
 |   |   |   |   |
| 1. Blames others for his or her mistakes or misbehavior.
 |   |   |   |   |
| 1. Is touchy or easily annoyed by others.
 |   |   |   |   |
| 1. Is angry or resentful.
 |   |   |   |   |
| 1. Is spiteful or vindictive.
 |   |   |   |   |

Page BreakThis section looks at other behavior and mood issues.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mark the column that best describes this child  | **Not at all**  | **Just a little**  | **Quite a bit**  | **Very much**  |
| Becomes nervous  |   |   |   |   |
| Appears sad  |   |   |   |   |
| Makes self derogatory comments  |   |   |   |   |
| Is irritable or easily annoyed  |   |   |   |   |
| Has low self esteem  |   |   |   |   |
| Appears fatigued  |   |   |   |   |
|   |   |   |   |   |
| Complains of being ill  |   |   |   |   |
| Frequent absences  |   |   |   |   |
| Has nervous tics/movements  |   |   |   |   |
| Makes odd sounds  |   |   |   |   |
| Displays unusual rituals (washes hands repeatedly)  |   |   |   |   |
|   |   |   |   |   |
| Prefers to be alone  |   |   |   |   |
| Excluded or rejected by classmates  |   |   |   |   |
| Is teased by classmates  |   |   |   |   |
| Seems unaware of how to relate to peers  |   |   |   |   |
| Difficulty working with classmates on projects  |   |   |   |   |
| Withdraws  |   |   |   |   |
|   |   |   |   |   |
| Resists authority  |   |   |   |   |
| Is argumentative  |   |   |   |   |
| Starts fights with peers  |   |   |   |   |
| Does not tell the truth  |   |   |   |   |
| Is easily upset  |   |   |   |   |
| Difficulty complying with the rules  |   |   |   |   |
|   |   |   |   |   |
| Acts “Cool”  |   |   |   |   |
| Is the “class clown”  |   |   |   |   |
| Acts as if school doesn’t matter  |   |   |   |   |
| Is not motivated to do well in school  |   |   |   |   |

Other Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for you time and your input.  I look forward to collaborating with you to improve this child’s functioning.  Please feel free to contact me with the parent’s permission.