

Teacher Questionnaire (Elementary School)

An important part of assisting children involves obtaining information from teachers about children's behavior and classroom performance. Your comments, insights, and experiences with this child will be carefully considered. Please complete the following questionnaires and return them to me (or the parent) as soon as possible. Thank you for your cooperation.

Child's Name:	Date:
Completed By:	Class/Grade:
	Your Phone #:

Part A: BEHAVIOR RATING SCALE

<i>Circle the number that best describes your student's behavior over the past 6 months (or since the beginning of the school year)</i>	Never or Rarely	Sometimes	Often	Very Often
1. Fails to give close attention to details or makes careless mistakes in schoolwork.				
2. Has difficulty sustaining attention in tasks or play activities.				
3. Does not seem to listen when spoken to directly.				
4. Does not follow through on instructions and fails to finish work.				
5. Has difficulty organizing tasks and activities.				
6. Avoids tasks (e.g. schoolwork, homework) that require sustained mental effort.				
7. Loses things necessary for tasks or activities.				
8. Is easily distracted.				
9. Is forgetful in daily activities.				
10. Fidgets with hands or feet or squirms in seats.				
11. Leaves seat in classroom or in other situations in which remaining seated is expected.				
12. Is "on the go" or acts as if "driven by a motor".				
13. Interrupts or intrudes on others.				
14. Blurs out answers before questions have been completed.				
15. Has difficulty awaiting turn.				
16. Talks excessively.				
17. Has difficulty playing or engaging in leisure activities quietly.				
18. Runs about or climbs excessively in situations in which it is inappropriate.				

Part B: **Instructions:** To what extent do the problems you may have circled above interfere with the client's ability to function in each of these areas of school activities?

<i>Circle the number that best describes your student's behavior over the past 6 months (or since the beginning of the school year)</i>	Never or Rarely	Sometimes	Often	Very Often
In his/her completion of classwork				
In his/her completion of homework assignments				
In his/her behavior in the school classroom				
In his/her behavior on the school bus.				
In sports, clubs, or other organizations held at school				
In his/her interactions with classmates				
In his/her play or recreational activities at recess				
In his/her behavior in the lunchroom at school				
In his/her management of time at school				

Part C: Instructions: Again, please circle the number next to each item that best describes the behavior of this child.

	Never or Rarely	Sometimes	Often	Very Often
Loses temper				
Argues with adults				
Actively denies or refuse to comply with adults' requests or rules				
Deliberately annoys people				
Blames others for his/her mistakes or misbehavior				
Is touchy or easily annoyed by others				
Is angry or resentful				
Is spiteful or vindictive				

Part D: School Situations- Instructions: Does this child present any problems with compliance to instructions, commands, or rules in any of these situations? If so, please circle "Yes" and then circle a number beside that situation that describes how severe the problem is for you. If the child is not a problem in a situation, circle "No" and go on to the next situation on the form.

Situation	Yes/No		If yes, how severe?								
	Yes	No	Severe								
When arriving at school	Yes	No	1	2	3	4	5	6	7	8	9
During individual desk work	Yes	No	1	2	3	4	5	6	7	8	9
During small group activities	Yes	No	1	2	3	4	5	6	7	8	9
During free playtime in class	Yes	No	1	2	3	4	5	6	7	8	9
At recess	Yes	No	1	2	3	4	5	6	7	8	9
At lunch	Yes	No	1	2	3	4	5	6	7	8	9
In the hallways	Yes	No	1	2	3	4	5	6	7	8	9
In the bathroom	Yes	No	1	2	3	4	5	6	7	8	9
On field trips	Yes	No	1	2	3	4	5	6	7	8	9
During special assemblies	Yes	No	1	2	3	4	5	6	7	8	9
On the bus	Yes	No	1	2	3	4	5	6	7	8	9

Part E: ACADEMIC PERFORMANCE RATING SCALE. For each of the below items, please estimate the above student's performance over the **past month**. For each item, please circle **ONE** choice only.

Estimate the percentage of written math work completed (regardless of accuracy) relative to classmates.	0-49% 1	50-69% 2	70-79% 3	80-89% 4	90-100% 5
Estimate the percentage of written language arts work completed (regardless of accuracy) relative to classmates.	0-49% 1	50-69% 2	70-79% 3	80-89% 4	90-100% 5
Estimate the accuracy of completed written math work (i.e. percentage correct of work done)	0-49% 1	50-69% 2	70-79% 3	80-89% 4	90-100% 5
Estimate the accuracy of completed written language arts work (i.e. percentage correct of work done)	0-49% 1	50-69% 2	70-79% 3	80-89% 4	90-100% 5
How consistent has the quality of this child's academic work been over the past week?	Consistently poor 1	More poor than successful 2	Variable 3	More successful than poor 4	Consistently successful 5
How frequently does the student accurately follow teacher instructions and/or class discussion during large group (e.g. whole class) instruction?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5

How frequently does the student accurately follow teacher instructions and/or class discussion during small group (e.g. reading group) instruction?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How quickly does this child learn new materials (i.e. pick up novel concepts)?	Very slowly 1	Slowly 2	Average 3	Quickly 4	Very quickly 5
What is the quality or neatness of this child's handwriting?	Poor 1	Fair 2	Average 3	Above average 4	Excellent 5
What is the quality of this child's reading skills?	Poor 1	Fair 2	Average 3	Above average 4	Excellent 5
What is the quality of this child's speaking skills?	Poor 1	Fair 2	Average 3	Above average 4	Excellent 5
How often does the child complete written work in a careless, hasty fashion?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How frequently does the child take more time to complete work than his/her classmates?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How often is the child able to pay attention without you prompting him/her?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How frequently does this child require your assistance to accurately complete his/her academic work?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How often does the child begin written work prior to understanding the directions?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How frequently does this child have difficulty recalling material from a previous day's lessons?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How often does the child appear to be staring excessively or "spaced out"?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
How often does the child appear withdrawn or tend to lack emotional response in a social situation?	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5

Part F: TEACHER'S PROFESSIONAL JUDGEJEMENT QUESTIONNAIRE

Below are a series of questions which ask for your professional judgment about this child. There are no right or wrong answers, rather we are trying to better understand how this child acts in your classroom.

	Not at all	Just a little	Pretty much	Very much
Do you think this child is hyperactive?				
Do you think this child is inattentive?				
Is this child easily distracted in the classroom?				
Does this child act differently in a group setting versus a one-on-one setting?				
Does this child work at a consistent pace?				
Does this child need more supervision at the start of a task/project?				
Does this child talk out of turn?				
Is this child's desk poorly organized?				
Does this child record assignments accurately?				
Does this child frequently not turn in homework assignment?				
Does this child have difficulty in an academic area? If yes, please state which academic areas?				

Which of the following describe the child's skill **strengths** in school? (use check marks)

- Don't know
- None
- Concentration
- Organization
- Test preparation
- Papers & reports
- Handwriting
- Memorizing
- Getting assignments done on time
- Being careful and checking work
- Consistency of work quality
- Vocabulary and verbal expression
- Understanding concepts

- Pleasing the teacher
- Behaving correctly
- Taking tests
- Reading speed
- Reading comprehension
- Spelling
- Working hard and not giving up
- Planning ability
- Processing speed
- Visual-spatial skills
- Following directions
- Arithmetic
- Other (please specify): _____

Which of the following describe the child's skill **weakness** in school? (use check marks)

- Don't know
- None
- Concentration
- Organization
- Test preparation
- Papers & reports
- Handwriting
- Memorizing
- Getting assignments done on time
- Being careful and checking work
- Consistency of work quality
- Vocabulary and verbal expression
- Understanding concepts

- Pleasing the teacher
- Behaving correctly
- Taking tests
- Reading speed
- Reading comprehension
- Spelling
- Working hard and not giving up
- Planning ability
- Processing speed
- Visual-spatial skills
- Following directions
- Arithmetic
- Other (please specify): _____