

# EDUCATOR QUESTIONNAIRE

Teacher's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_

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

Student's Age: \_\_\_\_\_

## BEHAVIOR SYMPTOMS OF LEARNING DIFFICULTIES FOR STUDENTS

- \_\_\_\_ 1. Unhappiness with school
- \_\_\_\_ 2. Complains about teacher(s)
- \_\_\_\_ 3. Easily frustrated
- \_\_\_\_ 4. Anxious; or \_\_\_\_ 4a panics under pressure
- \_\_\_\_ 5. Reluctance to read
- \_\_\_\_ 6. Reluctance to sit and be read to
- \_\_\_\_ 7. Reluctance to study or \_\_\_\_ 7a do other sedentary tasks, e.g. \_\_\_\_\_
- \_\_\_\_ 8. Poor study skills
- \_\_\_\_ 9. Slow reading; or \_\_\_\_ poor reading
- \_\_\_\_ 10. Difficulty with sounding out words
- \_\_\_\_ 11. Is primarily a "sight reader"
- \_\_\_\_ 12. Adds words, leaves out words, or substitutes words
- \_\_\_\_ 13. Poor spelling; or \_\_\_\_ 13a does okay on spelling test but forgets words later
- \_\_\_\_ 14. Poor vocabulary
- \_\_\_\_ 15. Difficulty understanding what is read
- \_\_\_\_ 16. Difficulty remembering what was read
- \_\_\_\_ 17. Difficulty understanding what is heard
- \_\_\_\_ 18. Difficulty remembering what was heard
- \_\_\_\_ 19. Difficulty expressing thoughts \_\_\_\_ 19a verbally or \_\_\_\_ 19b in written form
- \_\_\_\_ 20. Learning a foreign language very difficult even after hard study
- \_\_\_\_ 21. Thinks concretely or literally; \_\_\_\_ 21a Can't "read between the lines"
- \_\_\_\_ 22. Has difficulty foreseeing consequences
- \_\_\_\_ 23. Trouble telling time or difficulty with minutes, hours, months, etc.
- \_\_\_\_ 24. Difficulty understanding or telling jokes
- \_\_\_\_ 25. Words appear to move, jiggle or dance
- \_\_\_\_ 26. Skips line(s) when reading
- \_\_\_\_ 27. Sees flashes of light or blotches when viewing page or screen
- \_\_\_\_ 28. Words are blurry even though vision is okay or has corrective lenses
- \_\_\_\_ 29. Doesn't see spaces or enough space between letters and/or words
- \_\_\_\_ 30. Poor memory for what words say (can't recall what whole word says – not a "sight" reader)  
Or, seems to forget "the," "and," "when," "went," "there," etc.
- \_\_\_\_ 31. Attempts to use phonetic spelling all of the time
- \_\_\_\_ 32. Cannot write letters of the alphabet or cannot do so without great difficulty
- \_\_\_\_ 33. Can't keep columns straight in math
- \_\_\_\_ 34. Dislikes or hates math
- \_\_\_\_ 35. Trouble with times tables and basic math facts
- \_\_\_\_ 36. Can't understand new math concepts
- \_\_\_\_ 37. Can't remember combinations
- \_\_\_\_ 38. Distractible \_\_\_\_ 38a Hard to focus attention
- \_\_\_\_ 39. Difficulty in following directions
- \_\_\_\_ 40. Difficulty in getting work done; \_\_\_\_ 40a Difficulty following through
- \_\_\_\_ 41. When does homework, forgets to turn it in
- \_\_\_\_ 42. Disorganized and/or problems with sequencing and planning
- \_\_\_\_ 43. Inaccurate copying
- \_\_\_\_ 44. Sloppy or illegible writing
- \_\_\_\_ 45. One or more biological family members have problems in (circle appropriate one(s)): reading, spelling, writing, enjoying reading, passing a grade or class

- \_\_\_\_46. Has been held back or not passed a grade.
- \_\_\_\_47. Had speech and/or language therapy
- \_\_\_\_48. Is in or thought to need remedial reading (tutoring or class)
- \_\_\_\_49. Is in or thought to need a learning disability (L.D.) class

**Attention-Activity Questionnaire**

Please circle any of the following of I, II or IM, that have persisted for at least six months and are considered maladaptive and inconsistent with the person’s developmental level.

- I.
  - 1. Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
  - 2. Often has difficulty sustaining attention in tasks or play activities.
  - 3. Often does not seem to listen when spoken to directly.
  - 4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
  - 5. Often has difficulty organizing tasks and activities.
  - 6. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework).
  - 7. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools).
  - 8. Is often easily distracted by extraneous stimuli.
  - 9. Is often forgetful in daily activities.<sup>1</sup>
  
- II.
  - 1. Often fidgets with hands or feet or squirms in seat.
  - 2. Often leaves seat in classroom or in other situations in which remaining seated is expected.
  - 3. 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).
  - 4. Often has difficulty playing or engaging in leisure activities quietly.
  - 5. Is often “on the go” or often acts as if “driven by a motor”.
  - 6. Often talks excessively.
  
- IM.
  - 7. Often blurts out answers before questions have been completed.
  - 8. Often has difficulty awaiting turn.
  - 9. Often interrupts or intrudes on others (e.g., butts into conversations or games).<sup>2</sup>

1. Which of the above circled symptoms were present prior to age seven? (list by letter(s) and number (i.e., I. #3, II. #5, and IM. #9):

---



---

2. Indicate the setting(s) where there is some impairment from the symptoms noted above: (please circle) home, school, work, social group, play, organized sport, other (specify)

---

3. What clear evidence is there to demonstrate that there is significant impairment in social, academic, or occupational functioning?

---



---

## **VISUAL SYMPTOM CHECKLIST- School-Aged**

**Please indicate 0 - occasionally or F - frequently. Leave blank if does not apply. Add notes as needed.**

- Blur in NEAR vision after reading or near visual task
- Blur in DISTANCE vision after reading or near visual task
- Letters or words appear to float around or \_\_\_\_ move on page
- Double or split vision when looking at Distance (may then return to single)
- Double or split vision when looking at Near (may then return to single)

**Ask your child each question in the section above. They often think these symptoms are “normal”!**

- Eyes get tired or \_\_ child gets tired, after reading or near visual task
- Eyes look Red, \_\_ Water, \_\_ Burn or Itch
- Headaches, \_\_ Nausea or \_\_ other Discomfort with reading or near visual task
- Blinks, \_\_ Squints, or \_\_ Rubs eyes, especially during or after reading
- Uses finger as marker when reading or copying \_\_ Loss of place when reading
- Unintentional skipping of words when reading
- Re-reads or \_\_ Skips lines during reading
- Confuses letters or Similar words during reading
- Omits small words when reading
- Moves head when reading
- Gets very close to reading or near visual activities
- Tilts head or \_\_ Unusual paper position when reading or writing
- Covers or Closes one eye when reading or writing
- Loss of place when copying material from one place to another
- Errors copying from blackboard to paper
- Reverses or Transposes letters, numbers or words (was for saw, etc.)
- Vocalizes when reading silently
- Reads slowly
- Lack of comprehension when reading
- Short attention span for reading
- Easily distracted while reading
- Difficulty sustaining near visual tasks, such as reading or writing
- Dislikes or avoids school-related reading or near visual tasks
- Dislikes or avoids ALL reading or near tasks
- Writes or prints poorly
- Frequently knocks things over at dinner table
- Frequently bumps into things or \_\_ trips
- Difficulty hitting or \_\_ catching a ball
- Difficulty using binoculars, telescope or microscope
- Car or motion sickness, especially when reading in car
- Below average sports performance
- School performance not at grade level expected for age.
- School performance below average but within grade level

# **SPEECH & LANGUAGE SCREENING CHECKLIST**

**Does your child demonstrate difficulty with any of the following:**

1. Trouble making specific speech sounds (i.e.: "s", "l", "r")?  
If yes, which sounds in particular?
2. Drool or hold an open-mouth resting posture?
3. Demonstrate a tongue-thrust motor pattern when speaking or swallowing? (i.e.: tongue is placed between the teeth when it is not supposed to be)
4. Understanding or expressing vocabulary and/or basic language concepts? (i.e.: adjectives, verbs, prepositions)
5. Following or explaining a sequence of 2-3 step directions?
6. Thinking of words to express him/herself?
7. Initiating or participating in conversations?
8. Stutter or have a strange rhythm in his/her voice?
9. Abnormal voice quality (i.e.: hoarse, breathy)?  
If yes please explain:
10. Trouble with phonology (understanding what letters say certain sounds, rhyming, etc.)
11. Trouble with sentence construction and/or comprehension?
12. Trouble explaining past events or sequences?
13. Delete, add, or use inappropriate grammatical structures?
14. Repeating back sentences and phrases verbatim?
15. Constructing correct and meaningful sentences to express him/herself?
16. Understand and/or use figurative language (i.e.: "it's raining cats & dogs")?

Additional Comments:

## List of Children's Behaviors

Child's Name \_\_\_\_\_

Informant \_\_\_\_\_

Please read the following list and rate the child on each behavior. Indicate how often your child displays that behavior by circling the number which best describes the frequency of each behavior. Please use the following scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Very Frequently</b>

### Group A

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Doesn't trust self                               |
| 1 | 2 | 3 | 4 | 5 | Frequently puts self down                        |
| 1 | 2 | 3 | 4 | 5 | Refuses to try new things                        |
| 1 | 2 | 3 | 4 | 5 | Poor performance even when they have the ability |
| 1 | 2 | 3 | 4 | 5 | Sees the worst in self                           |
| 1 | 2 | 3 | 4 | 5 | Often shy around others                          |
| 1 | 2 | 3 | 4 | 5 | Easily embarrassed                               |
| 1 | 2 | 3 | 4 | 5 | Seems satisfied with poor performance            |
| 1 | 2 | 3 | 4 | 5 | Gives up easily/expects failure                  |
| 1 | 2 | 3 | 4 | 5 | Shows no self confidence                         |

### Group B

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Difficulty meeting and making friends                             |
| 1 | 2 | 3 | 4 | 5 | Difficulty keeping friends  |
| 1 | 2 | 3 | 4 | 5 | Difficulty being assertive  |
| 1 | 2 | 3 | 4 | 5 | Difficulty initiating and maintaining appropriate communication   |
| 1 | 2 | 3 | 4 | 5 | Difficulty staying on topic of discussion                         |
| 1 | 2 | 3 | 4 | 5 | Difficulty with voice modulation and pragmatics (social language) |
| 1 | 2 | 3 | 4 | 5 | Difficulty managing anger and/or stress                           |
| 1 | 2 | 3 | 4 | 5 | Uses inappropriate conflict resolution strategies                 |
| 1 | 2 | 3 | 4 | 5 | Exhibits socially unacceptable behaviors                          |
| 1 | 2 | 3 | 4 | 5 | Trouble picking up nonverbal social cues                          |

### Group C

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Always on the go                                     |
| 1 | 2 | 3 | 4 | 5 | Can't sit still                                      |
| 1 | 2 | 3 | 4 | 5 | Doesn't seem to listen                               |
| 1 | 2 | 3 | 4 | 5 | Often fails to finish things                         |
| 1 | 2 | 3 | 4 | 5 | Has poor concentration and attention for school work |
| 1 | 2 | 3 | 4 | 5 | Often fidgets with hand/feet or squirms in seat      |
| 1 | 2 | 3 | 4 | 5 | Easily distracted                                    |
| 1 | 2 | 3 | 4 | 5 | Has a hard time playing quietly                      |

- 1 2 3 4 5 Talks excessively
- 1 2 3 4 5 Often interrupts or “butts in” to others’ conversations and games
- 1 2 3 4 5 Seems disorganized and loses things they need for school
- 1 2 3 4 5 Takes risks without considering the danger involved
- 1 2 3 4 5 Blurts out answers to questions before they are completed

### Group D

- 1 2 3 4 5 Has trouble sleeping
- 1 2 3 4 5 Has a poor appetite
- 1 2 3 4 5 Seems sad or unhappy
- 1 2 3 4 5 Talks about feeling stupid or worthless
- 1 2 3 4 5 Loses interest in having fun
- 1 2 3 4 5 Seems irritable
- 1 2 3 4 5 Moody
- 1 2 3 4 5 Plays alone
- 1 2 3 4 5 Cries Easily
- 1 2 3 4 5 Seems tired

### Group E

- 1 2 3 4 5 Complains of physical problems, like headaches or stomachaches
- 1 2 3 4 5 Worries excessively
- 1 2 3 4 5 Bites fingernails
- 1 2 3 4 5 Needs lots of reassurance
- 1 2 3 4 5 Fearful of losing control
- 1 2 3 4 5 Fearful of specific object or event
- 1 2 3 4 5 Exaggerated startled response
- 1 2 3 4 5 Difficulty with separation
- 1 2 3 4 5 Tense muscles
- 1 2 3 4 5 Repetitive behaviors (hand washing, counting, etc)

### Group F

- 1 2 3 4 5 Refuses to follow rules or do chores
- 1 2 3 4 5 Loses temper
- 1 2 3 4 5 Argues with parents or teachers
- 1 2 3 4 5 Blames other for their mistakes
- 1 2 3 4 5 Swears
- 1 2 3 4 5 Deliberately does things to annoy other people
- 1 2 3 4 5 Is often angry or resentful
- 1 2 3 4 5 Carries a grudge. Seems to have a “chip on their shoulder”
- 1 2 3 4 5 Easily annoyed by others
- 1 2 3 4 5 Displays excessive stubbornness or oppositional behavior

### Group G

- 1 2 3 4 5 Delayed physical development
- 1 2 3 4 5 Delayed language development

- 1 2 3 4 5 Prefers to be with younger people
- 1 2 3 4 5 Immature responses to situations
- 1 2 3 4 5 Whining and clinging behavior
- 1 2 3 4 5 Buys and plays with things below age level
- 1 2 3 4 5 Behavior resembles that of a younger child