

The Wellness Centre Teacher Questionnaire Form

Student's Name:	School	_Grade:
Teacher's Name:	Date Completed:	
Teacher's Email:		

Instructions for completing this form

Please complete the following questionnaire to support this student's psychoeducational assessment with The Wellness Centre.

For primary school students, the class teacher that knows the child best should complete the form. For some students, that may be their teacher from the previous year, or support teacher.

For second level students, a number of teachers may complete the form.

Instructions to return this form

Teachers may return this form by:

- Scanning via scanner or scanning app and emailing to: <u>imurrihy@twcbh.com</u>. Emails containing pictures of the form will also be accepted.
 - > Returning by hand to The Wellness Centre, C.B Romney Pier Park, Road Town

Further Information

Should you have any questions or require any further information, please contact imurrihy@twcbh.com or (284) 4960838

	Part 1	d.	Attitude towards reading
	Check only the items that apply to the		Complains about reading
	student. Provide examples where indicated		Shows frustration or anxiety when reading
a.	Oral Language Skills		Resists reading aloud
	Has difficulty rhyming words		
	Has difficulty isolating the first and/or last	e.	Reading proficiency and comprehension
	sound in one syllable words		Takes a long time to complete assignments that
	Has trouble pronouncing multisyllabic		require reading
	words		Reads slowly
	Has trouble retrieving words quickly		Lacks expression when reading
	Often uses the wrong word when speaking		Ignores punctuation marks when reading
	or has difficulty recalling a word		Frequently must reread to get the meaning of the
	Has difficulty following oral multistep		text
	instructions		Does not understand or remember what has been
			read
b.	Nonreading Skills		
	Has age appropriate oral language skills	f.	Spelling and writing skills
	Is creative (e.g. art, music, problem		Omits sounds when spelling words
	solving) please provide examples		Spells words the way they sound, not the way they
	Enjoys visual spatial tasks (e.g. puzzles,		look (e.g. said as sad)
_	blocks) please provide examples		Spelling the same word in different ways on the
	Enjoys activities that do not require		same page
	reading. Please provide examples		Expressed ideas orally but struggles to put them into
	D : D !: 0!!!!		writing
c.	Basic Reading Skills	_	Additional concerns
	Has difficulty learning letter names	g.	Additional concerns
	Has difficulty learning letter sounds		
	Has difficulty retaining the connections		
	between letters and sounds		
	Demonstrates difficulty learning phonics		
	Learns phonics generalisations but has		
	difficulty applying them to new words Is slow to develop a sight vocabulary		
П	Has difficulty recognising/reading words		
П	Reverses/inverts/transposes letters or		-
	words with similar visual appearance (e.g.		
	d/b. was/saw) please provide examples		
	Substitutes articles and prepositions when		
	reading (e.g. a/the, for/of). If checked,		·····
	how frequently does this occur		
	Sometimes		
	o often		
	very often		·
	Substitutes similar looking words when		
	reading e.g. house/horses if checked, how		
	frequently does this occur?		
	 Sometimes 		
	○ Often		
	 Very often 		
Part 2	<u>.</u>		

Please	rate this student's level ability and	e.	Level of mathematics problem solving
achieve	ement in the following areas. Check only		I don't know
one ite	m for each category. If you have not had		Very advanced
the op	portunity to observe the student in one or		Average
more c	of these areas, or if you do not have enough		Limited
inform	ation on which to base a rating, please		Very limited
check '	I don't know'. If one of these areas does not		Extremely limited
apply t	o the student, please check 'Does not		Does not apply
apply'.			
		f.	Level of mathematics calculation
Oral la	inguage Ability & Achievement		I don't know
			Very advanced
a.	Level of oral expression		Average
	I don't know		Limited
	Very advanced		Very limited
	Average		Extremely limited
	Limited		Does not apply
	Very limited		Boes not apply
	Extremely limited	g.	Level of listening comprehension
	Does not apply	ρ.	I don't know
	,		Very advanced
b.	Level of basic reading skill (sight		Average
	vocabulary, phonics skills)		Limited
	I don't know		Very limited
	Very advanced		•
	Average		Extremely limited
	Limited		
	Very limited	h	Level of basic writing skill (spelling and
	Extremely limited	11.	identification of writing errors)
	Does not apply	П	I don't know
	Does not apply		Very advanced
c.	Level of reading fluence (oral reading		•
	ability)		Average
П	I don't know		Limited
	Very advanced		Very limited
	Average		Extremely limited
	Limited		Does not apply
	Very limited		Lovel of weither expression
	Extremely limited	i.	Level of written expression I don't know
	Does not apply		
	boes not apply		Very advanced
А	Level of reading comprehension		Average
u. □	I don't know		Limited
П	Very advanced		Very limited
	Average		Extremely limited
_	Limited		Does not apply
	Very limited		
	Extremely limited		Amount of another one otherstern remained in the
	Does not apply	f.	Amount of one to one attention required in the
Part 3	_		classroom
Classr	oom Functioning		I don't know
			Less than most students of same grade and sex
a.	Follow through on schoolwork		About the same as typical students of same grade
	I don't know		and sex

	Always, or almost always, follows		More than most students of same grade and sex
	instructions and finished schoolwork		Does not apply
	Usually follows instructions and finishes		
	schoolwork	g.	Average amount of schoolwork completed
	Often does not follow instructions and fails		I don't know
	to finish schoolwork		Less than most students of same grade and sex
	Does not apply		About the same as typical students of same grade
			and sex
b.	Organisation skills		More than most students of same grade and sex
	I don't know		Does not apply
	Is highly organised		
	Usually organises tasks and activities	h.	Sustained attention
	Often has difficulty organising tasks and		I don't know
	activities		Unusually high degree of sustained attention in tasks
	Does not apply		or play activities
			Usually maintains attention in tasks or play activities
c.	Response to academic tasks requiring		Often has difficulty sustaining attention in tasks or
	sustained mental effort		play activities
	I don't know		Does not apply
	Noticeably increases level of effort		
	Generally persists		
	Attempts but gives up easily	i.	Activity level outside the classroom
	Often avoids, dislikes or is reluctant to		I don't know
	engage in these types of tasks		Seems sluggish or lacing in energy
	Does not apply		Activity level is similar to others of same sex and age
			Often runs about or climbs excessively in situations
d.	Orderliness or self maintenance		in which it is inappropriate
	I don't know		Does not apply
	Always, or almost always, keeps school		
	assignments, pencils, books or other	j.	Quiet play
	supplies in order		I don't know
	Usually keeps school assignments, pencils,		Can play quietly when required
	books or other supplies in order		Often has difficulty play quietly
	Often loses school assignments, pencils,		Does not apply
	books or other supplies		
	Does not apply		
		k.	Style of motor activity
e.	Distractibility		I don't know
	I don't know		Awkward, seemingly clumsy
	Generally not distracted		Slow, every careful motor behaviour
	Usually keeps school assignments, pencils,		Typical for age/grade
	books or other supplies in order		Is often 'on the go' and acts as if 'driven by motor'
	Often loses school assignments, pencils,		Does not apply
	books or other supplies		_
∐ I Aa±isa	Does not apply	Respo	nse to Intervention
_	ity level when seated		
	I don't know	a.	How long have this student's difficulties been
	Often lethargic		apparent in school?
	Typical for age/grade		Harden a dealer to the second second
	Often fidgets with hands or feet or squirms	b.	Has this student had extra support in school for
	in seat		their academic difficulties?
	Does not apply		☐ Yes
m. Inte	eraction with peers		□ No

	I don't know	If yes, for how long?
	Typically avoids interacting with peers	
	Social interaction skills are typical for	
	age/grade	c. In what subject areas has the student received
	Often interrupts or intrudes on others	support?
	(buts into conversations or games)	
	Does not apply	
		d. What improvement, if any, has been observed?
n. Taki	ng turns	☐ I don't know
	I don't know	☐ Significant improvement
	Typically withdraws from activities that	□ No improvement noticed
	involve taking turns	☐ Slight improvement noticed
	Takes turns appropriately for age/grade	☐ Does not apply
	Often has difficulty waiting for a turn	Duine and Company
	Does not apply	Primary Concerns
_		This section has two parts. Please answer each part.
_	ount of talking	
	I don't know	Review your responses in Part 3. Choose the statement that
	Generally talks much less than age/grade	best describes the area(s) of most concern.
	Amount of talking is age/grade	☐ There is no area that causes the most concern
	appropriate	☐ The area that causes the most concern is
	Often talk excessively	(letter a-p)
	Does not apply	Rate the impact of this problem on the student's classroom
n Oral	responses to guestions	performance
p. Orai	responses to questions I don't know	□ No significant impact on performance
	Very slow and hesitant in responding	☐ Interferes from time to time
	Slow and careful in responding	☐ Generally impairs performance
	Prompt but careful in responding	☐ Seriously impairs performance
	Responds too quickly at times	□ Does not apply
	Often blurts out answers before questions	Bocs not apply
	have been completed	
П	Does not apply	
	2000 1101 456.)	Thank you for completing this form
		Thank you for completing this joint