



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: jmurrihy@twcbh.com. 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 jmurrihy@twcbh.com or

(284) 4960838

Please rate this student's level ability and achievement in the following areas. Check only one item for each category. If you have not had the opportunity to observe the student in one or more of these areas, or if you do not have enough information on which to base a rating, please check '*I don't know*'. If one of these areas does not apply to the student, please check '*Does not apply*'.

Oral language Ability & Achievement

a. Level of oral expression

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

b. Level of basic reading skill (sight vocabulary, phonics skills)

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

c. Level of reading fluence (oral reading ability)

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

d. Level of reading comprehension

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

Part 3

Classroom Functioning

a. Follow through on schoolwork

- I don't know

e. Level of mathematics problem solving

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

f. Level of mathematics calculation

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

g. Level of listening comprehension

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited

h. Level of basic writing skill (spelling and identification of writing errors)

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

i. Level of written expression

- I don't know
- Very advanced
- Average
- Limited
- Very limited
- Extremely limited
- Does not apply

f. Amount of one to one attention required in the classroom

- I don't know
- Less than most students of same grade and sex
- About the same as typical students of same grade and sex

- Always, or almost always, follows instructions and finished schoolwork
- Usually follows instructions and finishes schoolwork
- Often does not follow instructions and fails to finish schoolwork
- Does not apply

b. Organisation skills

- I don't know
- Is highly organised
- Usually organises tasks and activities
- Often has difficulty organising tasks and activities
- Does not apply

c. Response to academic tasks requiring sustained mental effort

- I don't know
- Noticeably increases level of effort
- Generally persists
- Attempts but gives up easily
- Often avoids, dislikes or is reluctant to engage in these types of tasks
- Does not apply

d. Orderliness or self maintenance

- I don't know
- Always, or almost always, keeps school assignments, pencils, books or other supplies in order
- Usually keeps school assignments, pencils, books or other supplies in order
- Often loses school assignments, pencils, books or other supplies
- Does not apply

e. Distractibility

- I don't know
- Generally not distracted
- Usually keeps school assignments, pencils, books or other supplies in order
- Often loses school assignments, pencils, books or other supplies
- Does not apply

l. Activity level when seated

- I don't know
- Often lethargic
- Typical for age/grade
- Often fidgets with hands or feet or squirms in seat
- Does not apply

m. Interaction with peers

- More than most students of same grade and sex
- Does not apply

g. Average amount of schoolwork completed

- I don't know
- Less than most students of same grade and sex
- About the same as typical students of same grade and sex
- More than most students of same grade and sex
- Does not apply

h. Sustained attention

- I don't know
- Unusually high degree of sustained attention in tasks or play activities
- Usually maintains attention in tasks or play activities
- Often has difficulty sustaining attention in tasks or play activities
- Does not apply

i. Activity level outside the classroom

- I don't know
- Seems sluggish or lacking in energy
- Activity level is similar to others of same sex and age
- Often runs about or climbs excessively in situations in which it is inappropriate
- Does not apply

j. Quiet play

- I don't know
- Can play quietly when required
- Often has difficulty play quietly
- Does not apply

k. Style of motor activity

- I don't know
- Awkward, seemingly clumsy
- Slow, every careful motor behaviour
- Typical for age/grade
- Is often 'on the go' and acts as if 'driven by motor'
- Does not apply

Response to Intervention

a. How long have this student's difficulties been apparent in school? _____

b. Has this student had extra support in school for their academic difficulties?

- Yes
- No

- I don't know
- Typically avoids interacting with peers
- Social interaction skills are typical for age/grade
- Often interrupts or intrudes on others (butts into conversations or games)
- Does not apply

n. Taking turns

- I don't know
- Typically withdraws from activities that involve taking turns
- Takes turns appropriately for age/grade
- Often has difficulty waiting for a turn
- Does not apply

o. Amount of talking

- I don't know
- Generally talks much less than age/grade
- Amount of talking is age/grade appropriate
- Often talk excessively
- Does not apply

p. Oral responses to questions

- I don't know
- Very slow and hesitant in responding
- Slow and careful in responding
- Prompt but careful in responding
- Responds too quickly at times
- Often blurts out answers before questions have been completed
- Does not apply

If yes, for how long? _____

c. In what subject areas has the student received support?

d. What improvement, if any, has been observed?

- I don't know
- Significant improvement
- No improvement noticed
- Slight improvement noticed
- Does not apply

Primary Concerns

This section has two parts. Please answer each part.

Review your responses in Part 3. Choose the statement that best describes the area(s) of most concern.

- There is no area that causes the most concern
- The area that causes the most concern is _____ (letter a-p)

Rate the impact of this problem on the student's classroom performance

- No significant impact on performance
- Interferes from time to time
- Generally impairs performance
- Seriously impairs performance
- Does not apply

Thank you for completing this form