

TUFTS MEDICINE PEDIATRICS

School questionnaire

The purpose of this questionnaire is to learn from you about this student.
Your input is so valuable. Thank you so much for your time and care!

Demographic information

CHILD

First name

Last name

Date of birth

Today's date

SCHOOL

Child's grade

Name of school

School district/town

TEACHER

Teacher's name

Teacher's email

Teacher's phone

Teacher's fax

Services + supports

Please assist the family in obtaining a copy of the

- IEP
- Most recent triennial evaluation

If IEP is not available, please share whatever information you have about
services and support. Circle all that apply:

- IEP
- Educational code
- Accommodation plan
- Learning center support
- Learning disability support
- ABA services
- PT/OT/SLP services
- Counseling
- ESY
- Other

Overall impressions of student performance

List three words that describe this student

Areas of concern regarding student’s learning, behavior and/or social interactions.

Student’s strengths in learning/academics, behavior and social/play/communication skills.

What do you think would be most helpful for this child right now?

Additional information

Current reading skills	WELL BELOW STANDARDS	BELOW STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
Reading decoding	☐	☐	☐	☐
Reading rate/fluency	☐	☐	☐	☐
Reading comprehension—sentence level	☐	☐	☐	☐
Reading comprehension—text level	☐	☐	☐	☐
Current writing skills	WELL BELOW STANDARDS	BELOW STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
Handwriting	☐	☐	☐	☐
Spelling	☐	☐	☐	☐
Writing fluency	☐	☐	☐	☐
Punctuation/grammar	☐	☐	☐	☐
Ability to express thoughts in writing—sentence level	☐	☐	☐	☐
Ability to express thoughts in writing—text level	☐	☐	☐	☐
Current writing skills	WELL BELOW STANDARDS	BELOW STANDARDS	MEETS STANDARDS	EXCEEDS STANDARDS
Number sense: Knows quantities such as 'more' and 'less.' Can match a number of objects to their numeral, knows how to count.	☐	☐	☐	☐
Math calculations: Can add and subtract at age/grade level	☐	☐	☐	☐
Math calculations: Can multiply and divide at age/grade level	☐	☐	☐	☐
Can carry out multi-step problems in math calculations	☐	☐	☐	☐
Can complete math word problems	☐	☐	☐	☐
Can complete higher order math skills such as measurements, fractions, decimals, percentages and negative numbers	☐	☐	☐	☐

Motor skills	WITH 1:1 VERBAL OR PHYSICAL SUPPORT	WITH FREQUENT VERBAL SUPPORT	INDEPENDENTLY BUT NOT CONSISTENTLY	INDEPENDENTLY + CONSISTENTLY
Fine motor: Shows fine motor skills needed for self-care (buttons, snaps, zippers)	☐	☐	☐	☐
Fine motor: Shows fine motor skills needed for printing and drawing	☐	☐	☐	☐
Gross motor: Able to sit securely for extended periods	☐	☐	☐	☐
Gross motor: Able to walk and run securely	☐	☐	☐	☐
Gross motor: Able to participate in sports activities at age/grade level	☐	☐	☐	☐
Gross motor: Able to navigate the school building successfully at age/grade level	☐	☐	☐	☐
Executive skills	WITH 1:1 VERBAL OR PHYSICAL SUPPORT	WITH FREQUENT VERBAL SUPPORT	INDEPENDENTLY BUT NOT CONSISTENTLY	INDEPENDENTLY + CONSISTENTLY
Executive skills: Inhibition/impulse control skills Able to remember and follow classroom rules consistently; able to maintain focus to task at age/grade level; does not get distracted	☐	☐	☐	☐
Executive skills: Working memory Able to remember instructions and remain focused while carrying out instructions	☐	☐	☐	☐
Executive skills: Shifting cognitive set Ability to transition between activities successfully; does not protest; can tolerate changes in routines	☐	☐	☐	☐
Executive skills: Planning; ability to sequence steps in longer tasks, e.g. over the course of an hour or over the course of the day Able to follow a plan to keep desk and personal belongings tidy	☐	☐	☐	☐
Executive skills: Organizational skills Able to complete multiple-step projects in an organized and logical sequence over the course of several days	☐	☐	☐	☐
Self-regulation skills	WITH 1:1 VERBAL OR PHYSICAL SUPPORT	WITH FREQUENT VERBAL SUPPORT	INDEPENDENTLY BUT NOT CONSISTENTLY	INDEPENDENTLY + CONSISTENTLY
Self-regulation skills: Capacity for self-control Maintains the 'just right' level of alertness to participate successfully	☐	☐	☐	☐
Self-regulation skills: Regulation of emotions Able to manage intense emotions when they occur and participate successfully in classroom activities	☐	☐	☐	☐

Social skills	WITH 1:1 VERBAL OR PHYSICAL SUPPORT	WITH FREQUENT VERBAL SUPPORT	INDEPENDENTLY BUT NOT CONSISTENTLY	INDEPENDENTLY + CONSISTENTLY
Social skills: Adults Able to socialize successfully with adults	☐	☐	☐	☐
Social skills: Peers Able to think about the thoughts and feelings of others and adjust behavior as needed	☐	☐	☐	☐
Social skills: Peers Able to manage impulses and show successful turn-taking; be a good sport; not get aggressive with peers	☐	☐	☐	☐
Social skills: Peers Able to manage anxiety or shyness with peers and maintain successful social interactions	☐	☐	☐	☐
Language skills	WITH 1:1 VERBAL OR PHYSICAL SUPPORT	WITH FREQUENT VERBAL SUPPORT	INDEPENDENTLY BUT NOT CONSISTENTLY	INDEPENDENTLY + CONSISTENTLY
Language skills: Receptive Understands routine and familiar instructions	☐	☐	☐	☐
Language skills: Receptive Understands novel and non-familiar instructions; does not need extra supports	☐	☐	☐	☐
Language skills: Expressive Able to express self by using full sentences and remains on topic	☐	☐	☐	☐
Language skills: Pragmatic/social Easily engages in back-and-forth exchanges over several conversational turns	☐	☐	☐	☐

Indicate if you observe any of the following behaviors. If yes, please describe your observations.

Behavioral observations

Often appears sad	Y / N	Comments: _____
Often appears anxious	Y / N	Comments: _____
Loses temper easily	Y / N	Comments: _____
Frequently late for school or absent	Y / N	Comments: _____
Alone much of the time	Y / N	Comments: _____
Excluded or picked on by others	Y / N	Comments: _____
Tends not to make eye contact	Y / N	Comments: _____
Has preoccupations (please specify)	Y / N	Comments: _____
Makes repetitive movements	Y / N	Comments: _____
Uses repetitive language	Y / N	Comments: _____
Has an unusual tone of voice or way of speaking	Y / N	Comments: _____
Sensitive to sounds, textures, tastes (please specify)	Y / N	Comments: _____
Other	Y / N	Comments: _____