

Teacher Questionnaire for Psychoeducational Evaluation

This questionnaire is for a student undergoing a psychoeducational evaluation from Special Education.

Your observations and responses to these questions will be very helpful for this evaluation and are greatly appreciated. Consent has been given to both solicit information from the teacher and to share this information with the student's IEP team. Please complete document, then save a copy, and email it to the school psychologist.

Psychologist's Name Today's Date

Psychologist's eMail

Student's name School

Completed by Teacher Class

Please describe the student's areas of strength as evidenced in your classroom.

Please describe the student's areas of struggle in your classroom.

Please describe your student's typical social interactions in school? Adaptive? Maladaptive?

Please describe your student's ability to meet their daily health and safety needs in school?

Please describe any observation that you feel will be helpful in understanding your student.

Please indicate your student's *recent* academic performance on graded assignments and tests.

Basic Reading Skills

Reading Comprehension

Written Expression

Comments:

Mathematics Calculation

Mathematics Problem-Solving

Oral Expression

Listening Comprehension

Directions:

ONLY MARK BEHAVIORS THAT HAVE BEEN OBSERVED: You may leave the rest blank.

ATTENTION	Less positive			More Positive	
	1	2	3	4	5
	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average

SELECTIVE/FOCUSED: The ability to attend to important information

- Arouses attention at the beginning of class
- Attends to details in class
- Tracks speaker
- Orients to instructional materials
- Responds to questions with on-topic answers
- Loses place when working on task or when reading
- Resists subtle classroom distractions- noise, lights

SUSTAINED: The ability to attend to important information over a period of time

- Focuses for a sufficient period
- Focuses on speaker or audio for a sufficient period of time
- Focuses on maps, charts, graphs, or pictures for a sufficient period of time
- Completes in-class assignments

SHIFTING/DIVIDED: The ability to shift between important sources of information

- Can multitask, such as note taking
- Can attend to more than one task at a time \appropriately
- Transitions from activity to activity appropriately

OVERALL

OVERALL ATTENTION

Directions:

ONLY MARK BEHAVIORS THAT HAVE BEEN OBSERVED: You may leave the rest blank.

MEMORY	Less positive			More Positive	
	1	2	3	4	5
	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average

SHORT TERM MEMORY: Temporarily attending to information required to carry out a task

- Can repeat back recent simple facts
- Can copy from board without frequently looking up
- Can complete a simple 1-step direction
- Can complete a simple 2-step direction

LONG TERM MEMORY: Storage of information over time

- Recalls school events from previous day
- Recalls school events from previous week
- Recalls school events from previous day
- Remembers routines
- Remembers assignments or due dates

OVERALL

OVERALL MEMORY

Directions:

ONLY MARK BEHAVIORS THAT HAVE BEEN OBSERVED: You may leave the rest blank.

	Less positive			More Positive	
PROCESSING SPEED	1	2	3	4	5
	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average

PROCESSING SPEED: Speed in carrying out simple or automatic cognitive tasks

Responds to verbal directions/questions quickly

Recalls simple information quickly

Keeps pace with class

Reading speed

Mathematics speed

Writing speed

Drawing speed

Speaking speed

Speed of physical movement

Finishes time-limited tests/tasks on time

Finishes time-limited tasks/test accurately

OVERALL

OVERALL PROCESSING SPEED

Directions:

ONLY MARK BEHAVIORS THAT HAVE BEEN OBSERVED: You may leave the rest blank.

EXECUTIVE FUNCTION	Less positive			More Positive	
	1	2	3	4	5
	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
COGNITIVE FLEXIBILITY: Ability to refocus on alternative solutions, concepts, or perspectives					
Able to see another's perspective					
Attempts multiple solutions to a difficult social interaction problem					
Able to reflect on their approach to a social interaction					
When engaged in a social interaction uses feedback to help in the interaction					
Able to shift between different academic tasks (e.g., shift from addition to subtraction procedures)					
Attempts multiple solutions to a difficult academic problem					
Able to reflect on their approach to an academic problem					
When engaged in a problem-solving task, uses feedback to help in the process					
OVERALL					
OVERALL COGNITIVE FLEXIBILITY					

Directions:

ONLY MARK BEHAVIORS THAT HAVE BEEN OBSERVED: You may leave the rest blank.

EXECUTIVE FUNCTION	Less positive			More Positive	
	1	2	3	4	5
	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
INHIBITORY CONTROL: Resisting distractions and effortful, thoughtful responding, not automatic responding					
Number of careless errors					
Able to wait for their turn					
Reads directions before beginning a task					
Listens to directions before beginning a task					
Verbal responses appear thoughtful					
Verbal responses are on-topic					
Verbal responses are varied					
OVERALL					
OVERALL INHIBITORY CONTROL					
WORKING MEMORY: Holding information in mind and combining it with new information to come up with a solution, summary, or inference					
Completes thought process when writing					
Completes thought process when speaking					
Summarizes story/text					
Completes multi-step problems in math					
Performs mental calculations					
OVERALL					
OVERALL WORKING MEMORY					

Do you have other observations to help us understand your student:

When you have completed this form, save a copy to your computer. Then save a copy and email to the address below. Thank you!

School Psychologist:

Email: