

Pryor & Associates Counseling  
and Diagnostic Center

**EDUCATIONAL/SCHOOL  
QUESTIONNAIRE**



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DESOTO, TEXAS 75115**

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**EDUCATIONAL / SCHOOL QUESTIONNAIRE**

*(TO BE COMPLETED BY THE TEACHER)*

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

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Present School/Address: \_\_\_\_\_

Name of School (if applicable): \_\_\_\_\_

Form completed by: \_\_\_\_\_ Position: \_\_\_\_\_ Subject: \_\_\_\_\_

With help from: \_\_\_\_\_

School contact person: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Please describe this student's academic difficulties and strengths as you see them:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**List any specific questions and/or areas in which you would like help with this student.**

*(Attach a separate sheet to this form if you need more room)*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Which of the following services does your school provide?**

- |  |  |
|--|--|
| <input type="checkbox"/> Learning disabilities instruction | <input type="checkbox"/> Guidance Counseling         |
| <input type="checkbox"/> Remedial Reading                  | <input type="checkbox"/> Adaptive Physical Education |
| <input type="checkbox"/> Remedial Arithmetic               | <input type="checkbox"/> Group Counseling            |
| <input type="checkbox"/> Language Therapy                  | <input type="checkbox"/> Social Services             |
| <input type="checkbox"/> Speech Therapy                    | <input type="checkbox"/> Dyslexia Program            |
| <input type="checkbox"/> School Psychologist               | <input type="checkbox"/> Occupational Therapy        |
| <input type="checkbox"/> Other Programs _____              |  |

**Does your school have any self-contained classes for children with special needs?**

Yes

No

If so, please describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Does your school have any resource rooms, content mastery or labs for children with special needs?**

Yes

No

If so, please describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Describe briefly the student's present educational program. Include size and nature of classroom, description of time outside of the regular classroom, and special educational help, etc.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If the student receives special services, for how long have these been in effect?**

\_\_\_\_\_

**Identify and/or describe the instruction methods in reading and math as well as materials being used with this student.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please record below or attach scores of individual or group testing/intervention data that has been performed on this child. Such as the Texas Assessment of Knowledge and Skills (TAKS), State of Texas Assessments of Academic Readiness (STAAR), Stanford Achievement Test, Texas Primary Reading Inventory (TPRI), iStation data, Running Records data, Benchmarks, Iowa Test of Basic Skills (ITBS), etc.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How well do you think you know this student?**

Very well

Moderately well

Not very well

Please check the appropriate box to indicate this student's <i>typical academic performance</i> in each area. In addition, indicate whether the student's performance is <i>consistent, somewhat variable, or highly unpredictable</i> .		<u>Typical Performance</u>				<u>Variability of Performance</u>		
		Strong for age	Appropriate for age	Delayed less than one year	Delayed more than one year	Consistent performance	Somewhat variable	Highly unpredictable
	<b><u>Academic Skills and Functions</u></b>							
<b><u>Reading</u></b>	Remembering sound/symbol associations							
	Decoding unfamiliar words orally							
	Having a sufficient sight vocabulary							
	Reading aloud fast enough							
	Reading aloud with appropriate intonation							
	Reading aloud with accuracy							
	Understanding what he/she reads							
	Deriving new information from reading							
	Reading silently at an appropriate rate							
	Identifying main ideas							
	Deriving pleasure from reading							
<b><u>Writing</u></b>	Forming letters fast enough							
	Copying from the board fast enough							
	Copying from the board accurately							
	Writing in complete sentences							
	Using good language in writing							
	Expressing age/grade appropriate ideas in writing							
	Spelling accurately in isolation							
	Spelling accurately within sentences or paragraphs							
	Learning new spelling words							
	Punctuating							

<p>Please check the appropriate box to indicate this student's <i>typical academic performance</i> in each area.</p> <p>In addition, indicate whether the student's performance is <i>consistent, somewhat variable, or highly unpredictable.</i></p>		<u>Typical Performance</u>				<u>Variability of Performance</u>		
		Strong for age	Appropriate for age	Delayed less than one year	Delayed more than one year	Consistent performance	Somewhat variable	Highly unpredictable
	Using good grammar in writing							
	Writing sufficient amounts							
	Using an appropriate pencil grip							
	Enjoying writing							
<b>Mathematics</b>	Identifying numbers							
	Acquiring good counting skills							
	Learning math signs and symbols							
	Learning math facts							
	Acquiring basic concepts							
	Learning new math procedures							
	Performing mathematic computations							
	Solving mathematic word problems							
	Acquiring arithmetic vocabulary							
	Understanding explanations about arithmetic							
	Enjoying math							
<b>Oral Language</b>	Acquiring new vocabulary							
	Understanding verbal directions							
	Understanding stories read to him/her							
	Pronouncing new words							
	Speaking fluently and intelligibility							
	Constructing goods spoken sentences							
	Explaining complicated ideas							
	Relating personal experiences							
	Summarizing information							

<p>Please check the appropriate box to indicate this student's <i>typical academic performance</i> in each area.</p> <p>In addition, indicate whether the student's performance is <i>consistent, somewhat variable, or highly unpredictable</i>.</p>		<u>Typical Performance</u>				<u>Variability of Performance</u>		
		Strong for age	Appropriate for age	Delayed less than one year	Delayed more than one year	Consistent performance	Somewhat variable	Highly unpredictable
	Elaborating on thoughts verbally							
	Participating in classroom discussions							
<b><u>Memory</u></b>	Remembering over a brief period							
	Remembering directions							
	Remembering to take things home							
	Remembering on tests							
	Remembering academic rules							
	Remembering how to do things in the right order							
	Recognizing visual patterns							
	Following multistep directions							
	Remembering skills over time							
	Remembering specific and relevant facts							
	Remembering what he/she is doing							
<b><u>Visual/Motor Abilities</u></b>	Doing art and craft work							
	Acquiring athletic skills							
	Keeping up with peers in sports							
	Thinking spatially							
<b><u>Higher Order Thinking</u></b>	Coming up with original ideas							
	Using good strategies for problem-solving							
	Using logic							
	Understanding and applying rules							
	Forming new concepts							

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		Strong for age	Appropriate for age	Delayed less than one year	Delayed more than one year	Consistent performance	Somewhat variable	Highly unpredictable
<u>Organizational Skills</u>	Keeping a notebook organized							
	Doing things one step at a time							
	Keeping track of time							
	Submitting homework dependably							
	Having the right materials at the right time							
	Knowing where things are							

Please check the appropriate box to indicate this student's <i>typical academic performance</i> in each area. In addition, indicate whether the student's performance is <i>consistent, somewhat variable, or highly unpredictable</i> .		<u>Typical Performance</u>				<u>Variability of Performance</u>		
		Strong for age	Appropriate for age	Delayed less than one year	Delayed more than one year	Consistent performance	Somewhat variable	Highly unpredictable
<u>Other Areas</u>	Possessing a good imagination							
	Showing musical ability							
	Having an aptitude for science							
	Revealing ability with computers							
	Having a sense of humor							
	Displaying intellectual curiosity							
	Forming strong interests							

## Attention Control Inventory

**Directions:** The tables below include a series of traits that are found commonly among children and adolescents who are having problems with attention. The traits are grouped in three parts, Mental Energy Controls (needed to maintain alertness and exert effort), Processing Controls (needed to focus properly on incoming information), and Production Controls (needed to regulate work output and behavior). Each part lists traits that may be seen in children who have problems with attention. In some instances, the individual traits they affect schoolwork, behavior, or the ability to relate to other children. Please use the rating key to show which of these traits are found in this student. You can indicate whether the trait is affecting the student's schoolwork, behavior and/or social life. Squares that are shaded it need not be marked. You may leave an item blank if it is not something you are in a position to observe.

### Rating Key

3 = Never or Almost Never Evident  
 2= Occasionally Evident  
 1= Evident Often  
 0= Evident All or Almost All of the Time

Part 1 - Mental Energy Controls		Effects on School Work				Effects on Behavior			
		0	1	2	3	0	1	2	3
	Has trouble staying alert								
	Attention hard to attract								
	Loses focus unless very interested								
	Has unpredictable behavior/school work								
	Shows highly inconsistent error patterns								
	Keeps "tuning in" and tuning out								
	Has trouble finishing things he/she starts								
	Has difficulty getting started with work								
	Has a hard time exerting effort/doing work								
	Yawns, stretches excessively during class								
	Has trouble getting up in the morning								
	Looks tired								



### Rating Key

3 = Never or Almost Never Evident  
 2= Occasionally Evident  
 1= Evident Often  
 0= Evident All or Almost All of the Time

<b>Part 2 – Processing Controls</b>		<u>Effects on School Work</u>				<u>Effects on Behavior</u>			
		0	1	2	3	0	1	2	3
	Is easily distracted by sounds								
	Focuses on unimportant information								
	Is easily distracted by visual things								
	Forgets what he/she just heard								
	Focuses too deeply at times								
	Misses important details or cues								
	Is too passive in thinking								
	Has unusual ideas or thoughts								
	Daydreams, free associates easily								
	Doesn't concentrate long enough								
	Shows even concentration								
	Has trouble shifting attention								
	Craves excitement								
	Has trouble delaying gratification								
	Gets bored easily								

### Rating Key

3 = Never or Almost Never Evident  
 2= Occasionally Evident  
 1= Evident Often  
 0= Evident All or Almost All of the Time

<b>Part 1 – Production Controls</b>		<u>Effects on School Work</u>				<u>Effects on Behavior</u>			
		0	1	2	3	0	1	2	3
	Doesn't think ahead before acting								
	Has trouble planning work								
	Is not prepared for what's coming next								
	Often does first thing that comes to mind								
	Does not use strategies								
	Doesn't predict effects of acts or words								
	Is over active/fidgety								
	Is disorganized with time								
	Does many things too quickly								
	Makes careless errors								
	Fails to notice when bothering others								
	Has trouble knowing how he/she's doing								
	Punishment doesn't make a difference								
	Seems not to learn from experience								
	Keeps making same kinds of mistakes								

## Behavioral Concern Inventory

		<u>Rating</u>			
		Does not apply	Applies somewhat	Certainly applies	Cannot say
<u>Area</u>	<u>Concern</u>				
<b><u>Affective Concerns</u></b>	“Chokes up” on test				
	Seems sad much of the time				
	Makes negative comments about self				
	Alternates between being too down and too excited				
	Shows low self esteem				
	Often appears tired				
<b><u>Somatic Concerns</u></b>	Complains of feeling ill				
	Misses school often				
	Has nervous twitches or tics				
	Makes odd sounds				
	Shows certain repetitive rituals or habits				
	Seem self-conscious about appearance				
<b><u>Social Concerns</u></b>	Is alone much of the time				
	Has been rejected/excluded by classmates				
	Gets picked on by classmates				
	Seems unaware of how to relate to peers				
	Doesn’t communicate well with other students				
	Has trouble collaborating with peers				
<b><u>Aggressive Concerns</u></b>	Tries to defy authority				
	Distorts the truth				
	Get into arguments with other students				
	Starts fights with peers				
	Gets angry easily				
	Breaks rules				
<b><u>Coping Concerns</u></b>	Is preoccupied with acting cool				
	Tries to be class clown				
	Acts as if he/she doesn’t care about school performance				
	Loses temper when faced with stress				
	Withdraws or sulks				
	Shows little or no motivation in school				

<u>Additional Concerns</u>	(Please List below)				

