

Child/ Young Person’s School Questionnaire

**Child’s name: ………………………………………… D.O.B: ……………/………........./..................**

**Form completed by: ………………………………… Role: ……………………………………………**

**..………………………………. Role: ……………………………………………**

**School: ………………………………………………... Year Group: …………………………………...**

**Telephone no: ………………………………............. Date form completed: …..…/………/………**

**Thank you for completing this questionnaire. Feedback from school is incredibly helpful to us. Due to children’s differing ages, abilities and skills, some of the questions below may not be applicable. However, please complete these questions as fully as possible, giving examples where you can.**

Part A: Academic Ability

1. In comparison with his/ her peers, how is the child/young person at present in terms of:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | > 2 yrs below average | 1-2 yrs below average | 1 yr below average | Average | Above average | Well above average |
| General level of ability |  |  |  |  |  |  |
| General level of attainment |  |  |  |  |  |  |
| Ability in reading |  |  |  |  |  |  |
| Ability in writing |  |  |  |  |  |  |
| Ability in maths |  |  |  |  |  |  |
| Ability in spelling |  |  |  |  |  |  |

2. Is the child/young person receiving any extra help and if so what does this entail:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3. Compared with his/her peers, how would you rate your child/young person in terms of the level of the following: | | | | **Not at all** | **Just a little** | **Quite a bit** | **Very much** |
| **1**. Often fails to give close attention to details or makes careless mistakes in schoolwork or tasks | | | |  |  |  |  |
| **2**. Often has difficulty sustaining attention in tasks or play activities | | | |  |  |  |  |
| **3**. Often does not seem to listen when spoken to directly | | | |  |  |  |  |
| **4**. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties | | | |  |  |  |  |
| **5**. Often has difficulty organizing tasks and activities | | | |  |  |  |  |
| **6**. Often avoids, dislikes, or reluctantly engages in tasks requiring sustained mental effort | | | |  |  |  |  |
| **7**. Often loses things necessary for activities (e.g., toys, school assignments, pencils, or books) | | | |  |  |  |  |
| **8**. Often is distracted by extraneous stimuli | | | |  |  |  |  |
| **9.** Often is forgetful in daily activities | | | |  |  |  |  |
| ***For clinician use*** | | |  |  |  |  |  |
| **10.** Often fidgets with hands or feet or squirms in seat | | | |  |  |  |  |
| **11**. Often leaves seat in classroom or in other situations in which remaining seated is expected. | | | |  |  |  |  |
| **12.** Often runs about or climbs excessively in situations in which it is inappropriate | | | |  |  |  |  |
| **13.** Often has difficulty playing or engaging in leisure activities quietly | | | |  |  |  |  |
| **14**. Often is “on the go” or often acts as if “driven by a motor” | | | |  |  |  |  |
| **15**. Often talks excessively | | | |  |  |  |  |
| **16**. Often blurts out answers before questions have been completed | | | |  |  |  |  |
| **17.** Often has difficulty awaiting turn | | | |  |  |  |  |
| **18**. Often interrupts or intrudes on others (e.g. butts into conversations/ games) | | | |  |  |  |  |
| ***For clinician use*** | |  | |  |  |  |  |
| **19**. Often loses temper | | | |  |  |  |  |
| **20**. Often argues with adult | | | |  |  |  |  |
| **21**. Often actively defies or refuses adult requests or rules | | | |  |  |  |  |
| **22**. Often deliberately does things that annoy other people | | | |  |  |  |  |
| **23**. Often blames others for his or her mistakes or misbehaviour | | | |  |  |  |  |
| **24**. Often touchy or easily annoyed by others | | | |  |  |  |  |
| **25**. Often is angry and resentful | | | |  |  |  |  |
| **26.** Often is spiteful or vindictive | | | |  |  |  |  |
| ***For clinician use*** |  | | |  |  |  |  |

Swanson JM (1992), School-Based Assessments and Intervention for ADD Students. Irvine: KC Publishing

4. How would you rate your child/young person’s attendance:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Well below average | Below average | Average | Above average | Well above average |
| Attendance Record |  |  |  |  |  |

5. What are the child/young person’s:

Difficulties?

Strengths?

*Examples might include academic skills (E.g. reading, writing, maths, grasp of abstract concepts), or other skills (E.g. organisation, social skills)*

1. Does the child/young person have any special skills/ superior knowledge or abilities in a specific area?



7. What strategies of teaching/ adaptations do you use to support the child/young person in the classroom?

8. How much attention does the child/young person demand in the classroom? Do they need help to settle and stay on task?

1. How much attention does the child demand in the classroom? Do they need help to settle to, and stay on task?

9. What are the child/young person’s organisational skills like?

Part B: Social Situations

1. In terms of peer relationships, how would you rate the following on a scale of 0 to 10?

***Interest in other children***

None at all 0 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10 Very interested

***Response to other children’s approaches***

Withdraws 0 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10 Responds eagerly

***Group play with peers***

None/Isolated 0 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_10 Enjoys/Participates

***Friendship with one or more children***

Loner 0 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10 Several close

Please comment on any additional concerns regarding the child/young person’s ability to relate to others:

1. Does the child/young person show interest in other young people? Do they have particular friends? How easy is it for the young person to make friends? What is the young person like at sharing? Describe how the young person plays with peers.

3. Does the child/young person differ in 1:1 vs group situations?

1. What is the child/young person like at initiating contact:

With peers?

With adults?

1. How does the child/young person respond to other people’s approaches? Have you noticed anything unusual about this? *(E.g. being awkward, aloof, indifferent, difficulties with personal boundaries)*

With peers?

With adults?

1. Do you think the child/young person is able to understand others’ perspectives, opinions and feelings? Do they show empathy?

Part C: Communication and Expressive Language

1. How does the child/young person make their needs known? Is this verbally and/ or with gestures? Do they use eye contact?
2. Does the child/young person use any Communication Aids/ Systems *(E.g. PECS, visual timetables, objects of reference, environmental cues, signing)*

1. Are you able to have a two-way conversation with the child/young person or is it more on their terms? What is the quality of conversation and/ or are there preoccupations? Do they expand answers or provide more details when requested?
2. Is there anything unusual about the way the young person communicates? *(E.g. do they show echolalia, unusual or stereotyped phrases, or repetitive questioning or use age appropriate grammar? Any inappropriate comments, difficulty turn-taking, irrelevant questions? Unusual intonation, tone, volume?)*

Understanding? (E.g. able to understand who, what, where? Jokes, sarcasm, metaphors, or take things literally?

Listening? (E.g. do they respond to their name? Can they follow instructions?)

1. What is the child/young person like at:
2. How would you describe the child/young person’s imagination? *(E.g. do they engage in pretend play, write creative stories? Have you noticed if this is novel or copying something they have seen?)*

Part D: Imagination and Managing Change

1. How does the child/young person react to unexpected change or transition *(E.g. cover teacher, fire alarm, timetable, needing to end favoured activity)*
2. Does the child/young person differ in how they manage the class setting vs. unstructured times, such as break or lunch times?

Part E: Sensory

1. Has the child/young person an unusual response to any of the following? Please describe:

|  |  |
| --- | --- |
| Noise | Touch |
| Smell | Anything else |

Part F: Emotions and Behaviour

1. Is the young person able to sit still during lessons or are they prone to fidgeting? Would you describe the young person as ‘always on the go’? Please give examples.
2. Has the child/young person any unusual/ repetitive behaviours, mannerisms or specific interests? Please describe.
3. How would you describe the young person’s character and mood? *(E.g. anxious, happy, prone to mood swings, eager to please, prone to extreme emotional reactions)*
4. Has there been any change in the child/young person’s emotional wellbeing recently? *(E.g. more tearful, withdrawn)*
5. Does the child/young person have any difficulties with fine motor skills or coordination? *(E.g. handwriting getting changed for PE)*

1. Are there any other specific management difficulties? *(E.g. aggressive behaviour, self-injury, damage to property. Please describe and detail any triggers if known)*

Is there any **additional information** that you would like to tell us about that was not covered in this questionnaire? Please detail this here, alternatively if you wish to discuss the information in more depth please contact the team on 01246 514557.

**Thank you once again for completing this questionnaire. All of the information that you have provided is very important and will allow us to better assess the child/young person.**

**Once completed, please return this questionnaire to parents/carers as soon as possible, so they can bring it with them to their first appointment with us.**

Alternatively you can post it to:

Child Development Admin Team

The Den

Chesterfield Royal Hospital

Calow S44 5BL