



Unit 5, 4-8 Lyn Parade  
Prestons NSW 2170  
Ph: 9602 3377

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

Dear Teacher,

\_\_\_\_\_ has been referred to South West Kids Clinic for an initial assessment.

Your input is important in determining his/her current level of functioning whilst at school as well as assisting to develop goals for therapy. Attached is a questionnaire for you to complete in relation to the student's school progress.

Please send the completed questionnaire to the student's parents or directly to South West Kids Clinic:

Email: [admin@southwestkidsclinic.com.au](mailto:admin@southwestkidsclinic.com.au)

Post: Unit 5, 4-8 Lyn Parade Prestons NSW 2170

Thank you for your time and cooperation in completing the questionnaire. This information will assist in developing a program to assist the student.

I look forward to working with you in the future,

Kind regards,

South West Kids Clinic

We welcome you to log on to our website: [www.southwestkidsclinic.com.au](http://www.southwestkidsclinic.com.au)

# TEACHER QUESTIONNAIRE

## SCHOOL DETAILS

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_

School Address & Phone Number: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

## ASSISTANCE

Does the student have an integration aide: Yes / No (please circle)

Name of Aide: \_\_\_\_\_

Time/days with student: \_\_\_\_\_

Does the child attend any special classes (e.g. reading recovery): \_\_\_\_\_

Has the child repeated any grades? \_\_\_\_\_

## SCHOOL PERFORMANCE

What is the student's current school performance?

Subject	Above grade	Normal	Below grade	Far below grade
Reading				
Spelling				
Mathematics				
General learning ability				
Physical education				

Compared with the other children in the class, is the student:

Subject	Always	Usually	Seldom	Never
Happy in the classroom				
Happy in the playground				
Learning at same rate				
Happy with work he/she produces				
Tries hard to complete work				

## SPEECH & LANGUAGE DEVELOPMENT

How does the student's language development compare with his/her peers or other children the same age?

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Please tick any areas that you feel the student is having difficulties with...

### Understanding language:

- Difficulty understanding more complex sentences or following instructions with several parts
- Difficulties with understanding a range of vocabulary words or retaining new words
- Doesn't understand a range of basic concepts such as:
  - Descriptive words: e.g. big/little, same/different, long/short/tall
  - Location words: e.g. in/out, under/on, top/bottom, in front/behind
  - Comparatives: e.g. bigger/biggest, smaller/smallest, faster/fastest
  - Quantity words: e.g. one, some, all, lots, many, more, most
- Doesn't understand a variety of questions including Who, What, Where or When
- Repeats back questions and echoes back what has been said without understanding
- Relies on visuals or gestural cues to understand instructions and explanations
- May appear 'lost' and often follow what other children are doing.
- Difficulty sitting and listening during story time, and remembering what the story was about

**Using language:**

- Doesn't know the names of lots of objects, actions and people
- Uses only simple, short sentences to communicate
- Difficulties ordering words correctly in sentences
- Doesn't use conjunctives (e.g. and, because, then) or uses them inappropriately
- Uses jargon (made up words) as well as real words
- Difficulty retelling an event or explaining what happened
- Doesn't provide listener with all the relevant information about a topic
- Difficulties with finding the right word to say
- Over reliance on familiar topics of conversation.
- Difficulty asking and answering questions
- Doesn't always use appropriate grammar (e.g. he/she, him/his/her, is/are)

**Speech:**

- Difficulty saying any of the following sounds (please circle):  
p, b, m, n, t, d, h, w, y, k, g, f, s, z, l, sh, ch, j
- Difficulty being understood by familiar and unfamiliar people
- Stuttering (e.g. repeats or gets stuck on sounds or words)
- Voice (e.g. often has hoarse or breathy voice)

**Literacy:**

- Has difficulty with letter/sound identification
- Has difficulty with segmenting words into sounds
- Has difficulties consistently identifying sight words
- Has difficulties identifying rhyming words
- Has difficulties clapping syllables in words
- Has difficulties blending 2 or more sounds together
- Has difficulties identifying the initial sounds in words

**MOTOR DEVELOPMENT**

How does the student's fine and gross motor development compare with his/her peers or other children the same age?

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Please tick any areas that you feel the student is having difficulties with...

**Fine Motor Skills:**

- Is unable to cut in a coordinated manner and with good accuracy
- Difficulty grasping a pencil in a mature manner
- Appears awkward when using tools such as scissors, glue and rulers
- Produces unrecognisable drawings of people and other simple objects
- Has poor control of the pencil and poor legibility when writing
- Writing is less legible than peers
- Writing is slow and tiresome
- Unable to form letters with correct formations
- Decreased awareness of long and tall letters and spacing
- Has writing to is too large or small
- Lacks a hand preference

**Gross Motor Skills:**

- Unable to maintain sitting posture during table top activities
- Difficulty with skills such as hopping, skipping and other sporting skills
- Poor body awareness and coordination
- Falls over frequently and appears clumsy
- Complains of pain in their joints or muscles
- Struggles to keep up with peers in physical activities
- Appears to have less strength when compared with peers
- Complains of tired or sore feet
- Fatigues quickly in physical activities

**Self Care Skills:**

- Difficulty manipulating lunch wrappers
- Is overly messy during lunch time
- Requests help for dressing such as jumpers and shoes/socks
- Has difficulty with all aspects of toileting including bottom wiping
- Requires additional assistance to get prepared for each new activity
- Appears disorganised and requires additional assistance to manage self (more than peers)
- Has difficulty following a diary/schedule and does not produce homework etc
- Has difficulty with time management

## SENSORY PROCESSING

How does the student's sensory processing compare with his/her peers or other children the same age?

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Please tick any areas that you feel the student is having difficulties with...

### Visual Processing:

- Squints excessively in sunlight
- Has difficulty completing busy stencils or tracking from a busy board
- Reverses letters (e.g. b and d)
- Loses track when reading out loud
- Takes longer to copy work or has excessive errors
- Has difficulty perceiving differences between shapes or colours
- Has difficulty writing on a line
- Has difficulty with spelling and places letters in the incorrect order

### Movement Processing:

- Avoids play on playground equipment or seems more anxious on equipment
- Appears clumsy and less coordinated than other children
- Bumps into things or falls excessively
- Seeks activities that involve crashing and pushing
- Spins or twirls more than others
- Constantly 'on the go'
- Walks on toes
- Is unable to remain seated during quiet activities
- Is overly fidgety

### Touch Processing:

- Dislikes being touched by others
- Avoids getting dirty or messy play such as finger painting or using glue
- Overly sensitive to temperatures
- Does not seem to notice extremes in temperatures
- Seeks out tactile play such as sandpits or finger painting
- Does not notice when he/she is dirty or has food around mouth

**Sound Processing:**

- Responds negatively to loud or unexpected sounds
- Appears sensitive to certain sounds (such as during an assembly)
- Withdraws from noisy, crowded or disorganised situations
- Does not appear to notice when his/her name is called
- Misinterprets what is said to him/her
- Becomes distracted when others are talking
- Can not focus with background noises
- Hums or sings when completing certain tasks
- Has difficulty controlling volume of his/her voice

**SOCIAL INTERACTION**

- Prefers the company of teachers or older children rather than own peers
- Takes longer to make friends
- Has difficulty maintaining friendships
- Uses limited eye contact or has difficulty looking at someone whilst talking
- Has difficulty with sharing, turn taking and cooperative play
- Tends to lose temper easily or frustrated easily by others
- Has difficulty understanding social situations if not specifically explained
- Has difficulty initiating appropriate conversation
- Does not interpret others body language well

What areas would you like to see the student improve the most:

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Name of person completing this form: \_\_\_\_\_

Role of person completing this form: \_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO COMPLETE THE QUESTIONNAIRE.