



TEACHER QUESTIONNAIRE

(for the purpose of an Occupational Therapy Assessment)

Child's name:

Year:

School / Kindy:

Teacher:

School / Kindy Address:

Phone:

Fax:

Date:

The above child has been referred for an assessment at Kid Sense Child Development. As part of this process, your input is very valuable to us in outlining hjs/her strengths and concerns in the child care/kindy/school environment.

We appreciate that you are very busy, but it would be greatly appreciated if you could take the time to complete this questionnaire and ***return via fax (08) 8272 4823 prior to the scheduled appointment.*** If this is not possible, please return at your earliest convenience.

Should you wish to provide information verbally instead, please phone (08) 8272-7522 to make a telephone appointment to speak with the child's assessing therapist. Please note that as this questionnaire is provided as part of the child's assessment, the child's parents may wish to review your feedback.

Providing parent consent is gained, would you like a copy of the Occupational Therapy recommendations and feedback about the child's performance:

Yes Email: _____ Street Address: _____ No

Child's strengths:

Classroom concerns:

Please indicate how your student is performing academically: (where applicable)

ACADEMIC PERFORMANCE	READING	MATHS	SPELLING	WRITING	SOCIALLY
Below grade level					
At grade level					
Above grade level					

Please tick the most appropriate response:

FINE MOTOR	Always	Occasionally	Never
Pencil skills			
Abnormal pencil grip			
Reverses letters, numbers, words or phrases			
Poor spacing of work on paper			
Difficulty staying on lines when tracing			
Jerky or tremor-like motions in hand when tracing/colouring/writing			
Inconsistent hand dominance			
Omits words and phrases, loses place when reading or writing			
Doesn't stabilise paper while writing			
Scissor skills			
Difficulty holding scissors correctly			
Looks uncoordinated when using scissors			
Manipulation			
Difficulty manipulating small objects (pegs, beads, marbles)			
Difficulty using scissors, colouring, fastening clothes, threading, shoelaces			
Difficulty putting puzzles together			
Other			
Difficulty with or avoids tasks requiring eyes or limbs to cross centre of body (i.e. keeps work to one side of body centre, pivots to avoid crossing centre)			
Difficulty identifying relevant stimuli from distracting or complex backgrounds			
Difficulty sequencing (eg in construction activities)			
Difficulty recognising shapes			
Poor understanding of spatial concepts (large, small, numbers)			
Poor directional concepts (up/down, left/right, in/out)			

GROSS MOTOR			
Balance and coordination			
Bumps into tables and chairs			
Unintentionally too rough in play/handling objects			
Cautious on the playground			
Unusual walking pattern (drags feet, rigid body, trips easily)			
Slumps, fidgets or moves often while sitting still (i.e. dinner table, assembly, mat time, and desk)			
Endurance and strength			

Tires easily or lacks consistent energy			
Poor posture (rounded shoulders, forward curve of spine, works with head on desk)			
Looks less skilful on the playground			
Participation and outcome			
Avoids or responds negatively to outdoor/gross motor play			
Fearful to jump, go up or down stairs, climb or do somersaults			
Difficulty mastering general gross motor tasks (skipping, jumping, hopping, running, ball skills)			

SENSORY PROCESSING	Always	Occasionally	Never
Self Care			
Does not like wearing shoes, hats, complains jumpers are itchy etc			
Attention and concentration			
Unable to attend to task as long as classmates			
Pushes/shoves/kicks when standing in lines or crowds			
Wiggles a lot/can't sit still, constantly moving			
Slow worker			
Easily distracted			
Learning			
Dislikes being touched/prefers touching			
Difficulty retaining learnt skills if not practiced			
Difficulty reading social cues of peers (eg. Not interested in playing with them) and adults (eg. When angry)			
Fearful of movement			
Can't tolerate change in routine			
Appears to have difficulty comprehending what's going on around him/her			

SELF CARE (where observed)			
Organisation at school			
Has a messy work area (desk, tray, locker) and is disorganised			
Loses track of personal items, forgets to take things home			
Has difficulty following instructions, whether verbal or following visual demonstration			
Difficulty packing up and putting items in the right position			
Independence and performance			
Difficulty with eating (chewing, drinking)			
Difficulty using utensils (paintbrush, pencil sharpener, tongs)			
Difficulty with dressing (tying shoelaces, putting on a sock or jumper)			
Difficulty with toileting skills			

Please turn over to add any further comments about the child's abilities, personality or interests.

Additional Comments:

Many thanks for completing this questionnaire. Your information is greatly appreciated!