

Parent/Guardian Interview

The purpose of this questionnaire is to inform or update information regarding the child's educational, social emotional, and/or other needs. The information will be used to design a program that best meets the child's needs at school.

Student's name: _____ School: _____ Grade: _____

1. What are your child's strengths?

2. What are your main concerns for your child?

3. What Behavior(s) concern you about your child? How often do they occur, when do they occur, and what is your response to your child's behavior?

4. What are your child's favorite activities?

5. What motivates your child?

6. How does your child respond to non-preferred tasks? How do you know when your child has had enough of an activity?

7. How does your child communicate wants and needs?

8. What calms your child when he or she is upset?

9. With whom does your child enjoy spending time with at home and at school?

10. Does your child follow one-step directions? Multi-step directions? Please describe.

11. Has your child had any recent hospitalizations or surgeries?

12. Is your child currently taking any medication? If so, what is the name and how much?

13. How do you prefer to communicate with the school staff (phone call, text, notebook, email)?

Assistive Technology Screener – Assistive Technology is a device or service that is used to increase or maintain functional performance of a child with a disability.

1. What activity, or task, does your child need to increase performance on so he/she can be independent at home and/or school?

(Examples: carry/organize physical materials to and from school, dress independently, use bathroom independently, complete written work, see/hear/communicate, fine motor skills, gross motor coordination, etc.)

2. In What environments, and when, is your child not able to perform the tasks above?

3. Please provide any additional information you believe will help with your child's evaluation.

INFORMATION PROCESSING CHECKLIST

Parent/Teacher Questionnaire

Student's Name: _____ Birth Date: _____

Grade: _____ School: _____

Teacher/Parent Name: _____ Date: _____

Please rate the student on the following behaviors, which might indicate the presence of an information processing condition, by checking *Always*, *Often*, *Seldom*, or *No*. Each section represents one component of information processing. This informal measure will be used to plan appropriate services for the student.

Does the student ...

Acquisition of Information	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Acquire information by hearing				
Acquire information by seeing				
Acquire information by touching				
Acquire information through a multi-sensory approach				
Link new information to that previously learned				
Find key facts or ideas when studying				
Organization	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Complete work and other activities				
Have an organized desk or locker				
Locate appropriate materials				
Align work spatially				
Categorize and put information together				
Tell a story in the correct order				
Make notes or an outline before writing				
Edit/change papers before turning them in				
Planning and Sequencing	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Prioritize tasks				
Sequence information				
Take needed materials to activities/classes				
Use planning skills or a planning aid				
Obtain information before beginning a writing project/paper				
Write/Create a logical story				
Turn in assignments on time				
Manage time				
Working Memory (Verbal/Visual/Spatial)	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Follow two- and three- step directions				
Recall sequential steps to tasks				
Immediately recall information				
Remember facts, names, labels, etc.				
Remember materials seen				
Remember materials heard				
Develop strategies to help recall information				
Use rote memory skills				
Visual Processing	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Notice similarities in pictures, letters, numbers, words, and objects				

Notice differences in pictures, letters, numbers, words, and objects				
Follow directions presented visually (e.g., demonstrations)				
Distinguish left from right when presented visual materials				
Recognize the same word when repeated in a sentence or paragraph				
Notice visual changes in his/her surroundings (e.g., new bookshelf)				
Auditory Processing	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Respond to questions presented vocally within five seconds				
Immediately recall information presented vocally				
Remember previous information presented vocally				
Repeat spoken directions when given				
Listen to stories without having pictures				
Ask for spoken questions or directions to be repeated				
Discriminate auditorily between different words and sounds				
Processing Speed	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Count and calculate automatically				
Respond in an acceptable amount of time				
Recall information automatically				
Complete tasks efficiently				
Maintain focus on tasks				
Learn new tasks quickly				
Expression (Verbal/Nonverbal)	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Communicate information through speech or gestures				
Communicate information through writing				
Demonstrate oral fluency				
Demonstrate reading fluency				
Demonstrate writing fluency				
Respond appropriately to verbal/nonverbal communication				
Ask questions or give answers related to context/content				
Participate in class				
Transfer of Information (Manipulation)	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Apply learned information to new situations				
Infer information				
Interpret information				
Summarize information				
Write sentences of varying length and complexity				
Analyze and solve problems of varying complexity				
Find more than one way to answer a question				
Differentiate details from key concepts				
Motor Control for Written Tasks	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Erase mistakes well before making corrections				
Have good hand-eye coordination (e.g., can use a scissors)				
Print/write letters neat and legibly				
Space letters, words, sentences, or numbers appropriately				
Color/ paint within the lines of a drawing or a sketch				
Easily copy from a book or the board				
Produce neat work				