VANDERBILT DIVISION OF DEVELOPMENTAL MEDICINE
SCHOOL QUESTIONNAIRE FOR CHILDREN AGE 5 AND OLDER
Revised 06/2014 - MG

Student Name: ____________________________ Age: _______ Date: ____________

Teacher: ____________________________ Grade: _______ School: _______________

School Address: ____________________________________________________________________

School Phone#: ________________________ School System: ____________________________

How many days has this student been absent this school year? ________________ Tardy? ________________

How much time does he/she spend in your class or service per week? ____________________________

What kind of class or service is it? (Please be specific, e.g., regular 5th grade, 7th grade math, learning disabled, counseling, etc.) ____________________________

Is this student currently certified to receive special education services? ____________________________

Which services does the child have (e.g., OT, PT, etc.)? ____________________________

Most recent achievement test scores (optional):

<table>
<thead>
<tr>
<th>Name of test</th>
<th>Subject</th>
<th>Date</th>
<th>Percentile or grade level obtained</th>
</tr>
</thead>
<tbody>
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</table>

Please attach copies of any recent psychological testing and the most recent IEP (optional).

IQ, readiness, or aptitude tests (optional):

<table>
<thead>
<tr>
<th>Name of test</th>
<th>Date</th>
<th>IQ or equivalent scores</th>
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<tbody>
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</table>

Please describe the best things about this student: ____________________________
VANDERBILT TEACHER BEHAVIOR EVALUATION SCALE (VTBES)

Each rating should be considered in the context of what is appropriate for the age of the children you are rating and reflect his/her behavior. Please indicate the number of weeks or months you have been able to observe the behaviors ________.

Frequency Code: 0 = Never 1 = Occasionally 2 = Often 3 = Very Often

1. Fails to give attention to details or makes careless mistakes in schoolwork 0 1 1 3
2. Has difficulty sustaining attention to tasks or activities 0 1 2 3
3. Does not seem to listen when spoken to directly 0 1 2 3
4. Does not follow through on instructions and fails to finish schoolwork *(not due to oppositional behavior or failure to understand)* 0 1 2 3
5. Has difficulty organizing tasks and activities 0 1 2 3
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort 0 1 2 3
7. Loses things necessary for tasks or activities (school assignments, pencils, or books) 0 1 2 3
8. Is easily distracted by extraneous stimuli 0 1 2 3
9. Is forgetful in daily activities 0 1 2 3
10. Fidgets with hands or feet or squirms in seat 0 1 2 3
11. Leaves seat in classroom or in other situations in which remaining seated is expected 0 1 2 3
12. Runs about or climbs excessively in situations in which remaining seated is expected 0 1 2 3
13. Has difficulty playing or engaging in leisure activities quietly 0 1 2 3
14. Is “on the go” or often acts as if “driven by a motor” 0 1 2 3
15. Talks excessively 0 1 2 3
16. Blurs out answers before questions have been completed 0 1 2 3
17. Has difficulty waiting in line 0 1 2 3
18. Interrupts or intrudes on others (e.g., butts into conversations or games) 0 1 2 3
19. Loses temper 0 1 2 3
20. Actively defies or refuses to comply with adults’ requests or rules 0 1 2 3
21. Is angry or resentful 0 1 2 3
22. Is spiteful and vindictive 0 1 2 3
23. Bullies, threatens, or intimidates others 0 1 2 3
24. Initiates physical fights 0 1 2 3
25. Lies to obtain goods for favors or to avoid obligations (i.e., “cons” others) 0 1 2 3
26. Is physically cruel to people 0 1 2 3
27. Has stolen items of nontrivial value
   0  1  2  3

28. Deliberately destroys others’ property
   0  1  2  3
29. Is fearful, anxious, or worried
   0  1  2  3
30. Is self-conscious or easily embarrassed
   0  1  2  3
31. Is afraid to try new things for fear of making mistakes
   0  1  2  3
32. Feels worthless or inferior
   0  1  2  3
33. Blames self for problems, feels guilty
   0  1  2  3
34. Feels lonely, unwanted, or unloved; complains that “no one loves him/her”
   0  1  2  3
35. Is sad, unhappy, or depressed
   0  1  2  3

ACADEMIC PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>Problematic</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Written Expression</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Homework completion</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

CLASSROOM BEHAVIOR

<table>
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<tr>
<th></th>
<th>Problematic</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Following directions/rules</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Disrupting class</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Assignment completion</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Please explain any areas that you rated problematic.
What are the remedial strategies that have been tried to assist this student in his/her learning:

- [ ] Peer Tutoring
- [ ] Special Class Seating
- [ ] Oral Testing
- [ ] Behavior Management
- [ ] Reduced Writing Assignments
- [ ] Curriculum Modifications

Were these strategies helpful?

- [ ] Yes
- [ ] No

Which ones were helpful?

What are your areas of concern for this student?

Please list any other concerns, comments, questions you have:

Thank you for taking the time to complete this form. Please call at 615-936-0286 if you have any questions or further information regarding this child.

Please return form in self-addressed, stamped envelope to:

Intake Office
Vanderbilt Division of Developmental Medicine
9120 Doctors' Office Tower
Nashville, TN 37232-9080

Revised 6/2014