



**NeuroMind**  
Psychological Services 心理評估

Meacham Business Center  
1365 Wiley Road, Suite 147, Schaumburg, IL 60173  
neuromindpsych.com  
info@neuromindpsych.com  
224.801.4514

---

## Pediatric Neuropsychology – Teacher Questionnaire

**Child's name:** \_\_\_\_\_ **Teacher's name:** \_\_\_\_\_

**Child's date of birth:** \_\_\_\_\_ **Subject taught:** \_\_\_\_\_

**Child's gender:** \_\_\_\_\_ **Class time:** \_\_\_\_\_

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

**How long have you known this child?** \_\_\_\_\_

**How well do you feel you know this child?** *Please click 1 box below to checkmark.*

\_\_\_\_\_ **Acquainted**    \_\_\_\_\_ **Familiar**    \_\_\_\_\_ **Very Familiar**

Please describe this child's difficulties and strengths as you see them.

Please list any specific questions and/or areas in which you would like help with this child.

Please read and answer **all** questions. If you are unsure about a response, choose the one that most **nearly** describes this child and check the appropriate box. *Please click 1 box for each item to checkmark.*

<b>Adaptability</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>	<b>Always</b>
Gets upset by and can't tolerate changes in routine/schedule						
Problems during transitions-waiting or lining up for bus						
Takes challenges eagerly-adapts to new tasks						
Takes a long time to settle down to a new activity						
Difficulty in manipulating pencil, scissors						

<b>Social</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>	<b>Always</b>
Interested participant in most class activities						
Wanders aimlessly around classroom						
Immature						
Calls out in class						
Easily frustrated						
Able to wait turn						
Inhibited- needs to be coaxed in order to participate						

<b>Language</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>	<b>Always</b>
Retells a story in logical sequence						
Ideas come out jumbled, incomplete, in bits and pieces						
Trouble expressing thoughts in words						
Difficult to understand						
Expresses self physically or through gestures rather than verbally						
Requires extra help-gestures, repetition to follow verbal directions						

Please click 1 box for each item to checkmark.

Overall, do you think this child:

	<b>Definitely</b>	<b>Most Probably</b>	<b>Probably</b>	<b>Possibly</b>	<b>Slight Chance</b>	<b>Not at All</b>
Has a problem learning						
Has a problem in behavior						
Has a problem getting along with others						
This child will be ready to go onto the next grade in September						

**Current Academic Functions**

Please click 1 box below to checkmark.

Within the class, this child's reading is:

\_\_\_ Highest      \_\_\_ High      \_\_\_ Middle      \_\_\_ Low      \_\_\_ Lowest

Mastery, at his/her current grade level of the following academic skills:

	<b>Superior</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poorest, Lowest 1-2 in class</b>
Reading decoding					
Reading comprehension					
Arithmetic Processes					
Arithmetic Reasoning					
Written Expression					
Handwriting					

**Other information:**

Child's Name: \_\_\_\_\_

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

**Rating Scale  
School Version**

*Please click 1 box per item to checkmark the number that best describes the child's behavior over the past 6 months (or since the beginning of the school year).*

	Never or Rarely	Sometimes	Often	Very Often
1. Fails to give close attention to details or makes careless mistakes in school work or other activities	0	1	2	3
2. Fidgets with hands or feet or squirms in seat.	0	1	2	3
3. Has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lectures, conversations or lengthy reading)	0	1	2	3
4. Leaves seat in situations when remaining seated is expected.	0	1	2	3
5. Does not seem to listen when spoken to directly	0	1	2	3
6. Runs about or climbs excessively in situations in which it is inappropriate	0	1	2	3
7. Does not follow through on instructions and fails to finish work.	0	1	2	3
8. Has difficulty playing or engaging in leisure activities quietly.	0	1	2	3
9. Has difficulty organizing tasks and activities	0	1	2	3
10. Is "on the go" or acts as if "driven by a motor."	0	1	2	3
11. Avoids tasks (e.g., schoolwork, homework) that require sustained mental effort.	0	1	2	3
12. Talks excessively.	0	1	2	3
13. Loses things necessary for tasks or activities (e.g., school materials, pencils, books)	0	1	2	3
14. Blurts out answers before questions have been completed	0	1	2	3
15. Is easily distracted.	0	1	2	3
16. Has difficulty waiting his or her turn.	0	1	2	3
17. Is forgetful in daily activities.	0	1	2	3
18. Interrupts or intrudes on others.	0	1	2	3

---

From *ADHD Rating Scale-5 for Children and Adolescents: Checklists, Norms and Clinical Interpretation* by George J. DuPaul, Thomas J. Power, Arthur D. Anastopoulos, and Robert Reid. Copyright 2016 by the authors. Permission to photocopy this form is granted to purchasers of this book for personal use or use with individual clients (see copyright page details).