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**QUESTIONNAIRE for the purposes of pedagogical-psychological evaluation – PRESCHOOLERS**

Dear parents and teachers,

Thank you for entrusting your child or student to the care of the Pedagogical-Psychological Counselling Centre STEP. Please fill in this short questionnaire providing us with basic information concerning the character or status of the child’s issues before our clinical evaluation (consultation).

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| Child’s name: |  |  | Date of birth: |  |
| Kindergarten: |  |
| Parent contact: | phone: |  | email: |  |

Why did you come to PPP STEP?

[ ]  a general evaluation of preschool development (such as speech, graphomotor skills, etc.)

[ ]  a school readiness evaluation

[ ]  the child’s behavioural problems

[ ]  evaluation of conspicuous behaviour or atypical concerns with the child (such as nervousness, sadness, not fitting in with the group, stereotypical behaviours, etc.)

[ ]  other issues:

[ ]  this evaluation is for a second opinion and the child has been evaluated somewhere else (please briefly describe any relevant diagnosis or conclusions, provide an approximate date and the location of the previous evaluation):

For cases of school readiness or behavioural problems in kindergarten, we ask the kindergarten to provide the following additional information about the child:

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| **Motor skills:**  |  | **Fine motor skills:** |
| [ ]  high dexterity |  | [ ]  manually capable |
| [ ]  no conspicuous issues |  | [ ]  unsure, but manages |
| [ ]  lively  |  | [ ]  needs assistance |
| [ ]  fidgety  |  | [ ]  significant problems |
| [ ]  hot-headed |  |  |
| [ ]  slow |  |  |
| [ ]  lowered motor skills |  |  |
| [ ]  significant motor problems |  |  |

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| **Self-care:**  |  | **Capabilities:** |
| [ ]  independent |  | [ ]  washing |
| [ ]  relatively quick |  | [ ]  utensils |
| [ ]  slow |  | [ ]  undressing, dressing |
| [ ]  needs assistance  |  |  |
|  |  |  |
| **Graphomotor skills:** |  |  |
| *Grasp:* |  |  |
| [ ]  correct | [ ]  occasionally incorrect | [ ]  incorrect |
| *Laterality:* |  |  |
| [ ]  prefers the right hand | [ ]  prefers the left hand | [ ]  ambidextrous/alternates hands |
| *Interests:* |  |  |
| [ ]  likes drawing  | [ ]  doesn’t like drawing |  |
| *Drawing ability:* |  |  |
| [ ]  very good | [ ]  appropriate | [ ]  simple |
| [ ]  rich in content, but not well executed |  |

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| **Communication skills:** |  |  |
| [ ]  conversational | [ ]  takes a while to answer |  |
| [ ]  always ready | [ ]  tongue-tied |  |
| [ ]  may search for the right words |  |  |
| does not search out conversation: | [ ]  with children | [ ]  with adults |
| *Comprehension:* |  |  |
| [ ]  understands very well | [ ]  has difficulties understanding |  |
| [ ]  sometimes needs things explained again |  |
| *Reciting nursery rhymes:* |  |
| [ ]  precise | [ ]  is shy | [ ]  independent |
| [ ]  imprecise recollection | [ ]  not shy | [ ]  needs help |
| *Speech defects:* |  |  |
| [ ]  speaks clearly | [ ]  regular dyslalia | [ ]  stammering |
| [ ]  speech difficult to understand |  |  |

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| **Behavioural expression:** |  |  |
| *Reactions to instructions:* |  |  |
| [ ]  appropriate | [ ]  sometimes cries, regretful | [ ]  sometimes angry, gets mad |
| [ ]  sometimes aggressive |  |  |
| *Emotional expression:* |  |  |
| [ ]  appropriate to the situation |  |
| [ ]  fluctuates | [ ]  unsure | [ ]  introverted |
| [ ]  often tearful | [ ]  provoking | [ ]  defiant |
| [ ]  impulsive | [ ]  often aggressive | [ ]  significant behavioural problems |

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| **Social and work maturity:** |  |  |
| *Contact:* |  |  |
| [ ]  is active | [ ]  waits for others to take the initiative |
| [ ]  unsure | [ ]  reclusive | [ ]  timid |
| *Participation in games:* |  |  |
| [ ]  considerate | [ ]  will share toys | [ ]  often interrupts |
| [ ]  often spoils the game | [ ]  takes less of a part in games with children |
| *Position in the group:* |  |  |
| [ ]  well liked | [ ]  well respected | [ ]  less popular |
| [ ]  tends to be outside the group | [ ]  is sometimes bullied |  |
| *Directed activities:* |  |  |
| [ ]  concentrates | [ ]  perseveres with an activity | [ ]  tends not to take part |
| [ ]  less concentrated | [ ]  only manages short periods | [ ]  does not persevere in directed activities |

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| **Kindergarten’s school readiness opinion:**  |
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| **Is provided with a pedagogical support plan:** | **YES NO** |
| **Utilises an individual educational plan:** | **YES NO** |
| If a pedagogical support plan or an individual educational plan are being used, please attach it and provide a brief evaluation of its progress. |
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| In Kladno on: |  |  |  |
|  |  |  | *signature of kindergarten teacher or headteacher* |
|  |  |  |  |
|  |  |  | *signature of the child’s legal guardian* |