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

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: |  |
| School: |  |  | Class: |  |
| Parent contact: | phone: |  | email: |  |

Why did you come to PPP STEP?

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| [ ]  the child’s educational problems | [ ]  the child’s behavioural problems |
| [ ]  evaluation of the child’s educational outlook |
| [ ]  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 educational or behavioural problems in primary school, we ask the school to provide the following additional information about the child:

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| **Recent classification:** |  |  |  |
| Czech language |  | other subjects taught: |  |
| foreign language |  |  |  |
| mathematics |  |  |  |
| conduct |  |  |  |

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| **Learning:** |
| Reading: |  |  |  |
| *Speed* | [ ]  appropriate | [ ]  slower | [ ]  very slow |
| *Understanding* | [ ]  good | [ ]  partial | [ ]  lack of comprehension |
| *Fluidity* | [ ]  uninterrupted | [ ]  fragmented | [ ]  repeated reading |
| Writing: |  |  |  |
| *Speed* | *Legibility* | *Grammar errors* | *Specific error rate* |
| [ ]  appropriate | [ ]  legible | [ ]  minimal | [ ]  leaves out diacritics |
| [ ]  slower | [ ]  less legible | [ ]  average | [ ]  leaves out letters |
| [ ]  very slow | [ ]  illegible | [ ]  significant | [ ]  confuses letters |
|  |  |  | [ ]  ignores the space between words |
|  |  |  | [ ]  substitutes di-dy, ti-ty, ni-ny |
|  |  |  | [ ]  garbles words |

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| Conspicuous issues in other subjects: |
| Motivation to work: |
| Independence in completing tasks: |
| Achieve better results: | They are more effective when they: |
| [ ]  if they can express themselves via speech | [ ]  work individually |
| [ ]  if they can express themselves in writing | [ ]  in group activities |
| [ ]  the results are similar | [ ]  difficult to evaluate |
| How the child manages difficult situations in school: |
| [ ]  is stressed out | [ ]  doesn’t feel any difficulty |
| [ ]  is very shy | [ ]  is indifferent to failure |

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| **Behaviour at school:** |
| *In relation to adults* | *In relation to their peers:* |
| [ ]  appropriate to the situation | [ ]  appropriate to the situation |
| [ ]  fluctuates |  | [ ]  fluctuates |  |
| [ ]  common behavioural problems | [ ]  provokes others |  |
| [ ]  provokes others |  | [ ]  unsure | [ ]  introverted |
| [ ]  unsure | [ ]  introverted | [ ]  verbally aggressive | [ ]  physically aggressive |
| [ ]  defiant |  | [ ]  often in conflict |  |
| [ ]  impulsive |  | [ ]  other – write out: |
| [ ]  other – write out: |  |

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| **Work and social skills:** |
| Position in the group: |
| Concentration of attention:  |
| Work speed: |

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| **Current form of assistance provided to the child by the school:** |
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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 the class teacher* *or school counsellor* |
|  |  |  |  |
|  |  |  | *signature of the child’s legal guardian* |