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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* |