

FUNCTIONAL ASPECTS OF LANGUAGE, LEARNING, & ATTENTION – TEACHER FORM

Student's Name _____ Date Completed _____

Completed by _____ How long have you known this student? _____

Subject matter taught _____ Period of the day (1st, 2nd, etc.) _____

Rate how often this student has these difficulties 0-rarely 1 – sometimes 2 -often	0	1	2
Problems getting started on tasks.			
Trouble organizing tasks or activities at home and/or school.			
Difficulty prioritizing the most important activities to complete.			
Unsure where to start when faced with multiple step tasks.			
Procrastinates and completes tasks at the last minute.			
Trouble "tuning in" on what the teacher, coach, or parent is talking about.			
Responds to only part of multiple-step instructions.			
Asks parent, teacher or coach to repeat instructions.			
Struggles to stay focused on the right thing at the right time.			
Unable to determine what is most important when studying for tests.			
Struggles to shift attention when necessary.			
Inconsistent alertness throughout the day with or without any rhyme or reason.			
Struggles to sustain effort for most difficult multiple step tasks.			
Seems to over-focus on enjoyable activities.			
Struggles to maintain effort for easy, boring, and/or monotonous tasks.			
Unable to adjust speed to meet the needs of a task.			
Seems to do things the hard way.			
Turns in homework late or not at all.			
Fails to complete schoolwork or chores in a reasonable amount of time.			
Arrives late to class, practice, and/or family activities.			
Asks about the amount of time remaining to complete a task or activity.			
Asks about the amount of time remaining when being disciplined.			
Trouble remembering important information while solving multiple step problems.			
Struggles to recall math procedures (carrying, borrowing, fractions, etc.)			
Unable to consistently recall steps for multiple step tasks.			
Inconsistent approach to problem solving.			

Rate how often this student has these difficulties 0-rarely 1 – sometimes 2 -often	0	1	2
Difficulty learning from experience.			
Fails to consistently apply what he has learned in the past to new activities.			
Trouble monitoring how well he is doing when completing multiple step tasks			
Makes careless errors.			
Trouble maintaining momentum to complete complex lengthy assignments.			
Unable to regulate actions to fit the situation (runs or yells when inappropriate).			
Trouble anticipating consequences of his or her actions.			
Trouble anticipating consequences of others' actions.			
Unable to consistently transition smoothly from one task to another.			
Unable to handle even the smallest frustrations.			
Loses temper easily when faced with difficulty.			
Trouble delaying gratification.			
Gets impatient when asked to wait turn or wait in line.			
Seems nervous			
Worries about things that cannot be changed			
Struggles to make friends			
Struggles to keep friends			
Seems sad most days			
Mood changes quickly during the day most days			
<i>Requires much repetition to learn new concepts in most subjects.</i>			
<i>Struggles with science and social studies.</i>			
<i>Trouble finding the right words to say</i>			
<i>Uses the words "thing" and "stuff" a lot.</i>			
<i>Trouble keeping up conversations with peers.</i>			
<i>Uses negative behaviors (hitting) instead of words to solve problems.</i>			
<i>Trouble getting to the point when talking.</i>			
<i>Trouble telling about a recent experience.</i>			
<i>Problems understanding common expressions.</i>			
<i>Difficulty understanding jokes.</i>			

Rate how often this student has these difficulties 0-rarely 1 – sometimes 2 -often	0	1	2
<i>Trouble understanding sarcastic comments.</i>			
<i>Uses incorrect verb tense when speaking (Yesterday, I goed to the store).</i>			
<i>Says words in the wrong order when speaking.</i>			
<i>Trouble with forming spoken sentences.</i>			
Talks a lot but provides very little useful information.			
Blurts out answers in class			
Interrupts others			
Talks excessively when it is inappropriate			
Speaks for long stretches with only brief pauses.			
Speaks much louder than socially acceptable			
Fails to modulate voice volume appropriately			
Appears rude or "in your face."			
Trouble identifying misunderstandings of instructions			
Difficulty monitoring comprehension of orally presented information			
Trouble elaborating verbally on his or her ideas			
Problems making clear explanations on request			
Difficulty answering questions concisely using specific vocabulary			
Trouble understanding social cues			
<i>Says words incorrectly mixing up sounds or syllables (pasghetti)</i>			
<i>Struggles to consistently sound out words when reading.</i>			
<i>Makes mispronunciations when reading aloud.</i>			
<i>Can memorize for spelling tests, but cannot remember words one week later.</i>			
<i>Spelling is very difficult to read or "make out" ("thucvn" for vacation).</i>			
Often spells words the way they sound ("vaykayshun" for vacation).			
Slow contextual reading speed			
Inconsistent reading accuracy			
When reading, calls a word that means the same as the word in the passage.			
Adds or omits words when reading.			
Repeats words or phrases when reading.			
Fails to recall details from what he has read.			

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Struggles to recognize cause/effect relationships when reading.			
Unable to consistently draw conclusions or predict outcomes when reading.			
Difficulty making inferences from what has been read			
Slow and effortful and/or fast and careless approach to written work			
Untidy, uneven, illegible handwriting			
Poor planning and disorganization of written work			
Poor written sentence construction			
Poor story composition (missing story elements, missing reasons or conclusion)			
<i>Handwriting is slow and laborious</i>			
<i>Uses incorrect grammar (verb tense, noun tense) in written work.</i>			
<i>Written sentences do not make sense.</i>			
Unable to consistently use transition words when preparing written work.			
Inconsistent or rare use of modifiers when preparing written work.			
Struggles to organize good ideas into good written narratives.			
<i>Trouble with sequencing for math</i>			
<i>Trouble learning meanings of words used for math.</i>			
<i>Problems learning math facts.</i>			
<i>Trouble understanding the language of math word problems.</i>			
Trouble solving math problems involving time.			
Makes math procedural errors (carrying and borrowing, division, fractions)			
More overt (out-loud) self-talk to guide actions (rather than using inner speech)			
Slow computation speed			
Difficulty retrieving number facts quickly and accurately			
Trouble ignoring irrelevant information in word problems			
Difficulty solving math problems with multiple procedures or steps			

What are you most concerned about for this student?

For more information about this form e-mail: info@drmontedavenport.com

Child/Teen Name: _____ Teacher Name: _____

What are this child/teen's talents? Check all that apply and provide specific examples.	
X	
	Artistic
	Athletic
	Communication
	Design
	Interpersonal Skills
	Leadership
	Mechanical skills
	Musical
	Performing Arts
	Science
	Technology
	Writing
What personal qualities do you consider strengths for this child/teen? Check all and circle your top five.	
X	X
	Kindness
	Leadership
	Love of Learning
	Loyalty
	Mercy
	Optimism
	Organization
	Patience
	Persistence
	Perspective
	Problem solving skills
	Protecting others' interests
	Prudence
	Self-control
	Sense of humor
	Sensitivity
	Social intelligence
	Spirituality
	Vitality (Zest, Enthusiasm)
	Spontaneity
	Working well with others
What else do you want us to know about this child/teen's strengths?	