



PRESCHOOL/SCHOOL QUESTIONNAIRE CASE HISTORY

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

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_  
\_\_\_\_\_

Dear Parent or Guardian,

Please sign below, then forward this form to your child's school for completion.

I authorize the school teachers and other staff members to provide the information requested in this form to Tulane Center for Autism and Related Disorders.

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date

Dear Preschool Teacher,

The above individual has requested scheduling with the Tulane Center for Autism and Related Disorders (TCARD) for a developmental evaluation. Please help us provide the best evaluation possible by completing this form to the best of your knowledge. The completed form should be returned to the following address ***as soon as possible***. Your information is very valuable to our evaluation and diagnostic process. THANK YOU!

Return to: TCARD  
Department of Child Psychiatry  
1430 Tulane Ave, Box # 8055  
New Orleans, LA 70112

Phone: (504) 988-3533  
Fax: (504) 988-0496

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

How long has the child been in your class? \_\_\_\_\_

Does the child attend class regularly?      ☐ Yes    ☐ No

If no, please explain:

What do you consider to be this child's academic strengths?

What do you consider to be this child's academic weaknesses?

Any concerns or questions would you like to have answered by our evaluation?

Please add any other information regarding this child which you feel might be helpful with our evaluation:

## PROBLEM BEHAVIOR RATING SCALE – Teacher

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Teacher completing form: \_\_\_\_\_ Date: \_\_\_\_\_

How long teacher has known child: \_\_\_\_\_

**A. Please use the following scale to indicate which of the following behaviors are problematic for this child:**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Not at all problematic</b>			<b>Very problematic</b>

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Acting impulsively or carelessly, without regard for consequences   | 1 | 2 | 3 | 4 |
| 2. Hitting or hurting others   | 1 | 2 | 3 | 4 |
| 3. Teasing or bullying others  | 1 | 2 | 3 | 4 |
| 4. Damaging or breaking things that belong to others   | 1 | 2 | 3 | 4 |
| 5. Screaming or yelling  | 1 | 2 | 3 | 4 |
| 6. Having sudden mood changes; demonstrating mood swings   | 1 | 2 | 3 | 4 |
| 7. Having temper tantrums or meltdowns   | 1 | 2 | 3 | 4 |
| 8. Being overly bossy or stubborn; needing to have his/her own way   | 1 | 2 | 3 | 4 |
| 9. Having a low frustration tolerance; becoming easily angered or upset  | 1 | 2 | 3 | 4 |
| 10. Crying easily with minor provocation   | 1 | 2 | 3 | 4 |
| 11. Making negative statements about him/herself   | 1 | 2 | 3 | 4 |
| 12. Being overly quiet, shy, or withdrawn  | 1 | 2 | 3 | 4 |
| 13. Acting sulky or sad  | 1 | 2 | 3 | 4 |
| 14. Being underactive or lacking in energy; sedentary  | 1 | 2 | 3 | 4 |
| 15. Expressing worry about many things   | 1 | 2 | 3 | 4 |
| 16. Engaging in behaviors that may be distasteful to others, such as nose-picking or spitting  | 1 | 2 | 3 | 4 |
| 17. Touching him/herself inappropriately   | 1 | 2 | 3 | 4 |
| 18. Engaging in compulsive behaviors; repeating certain acts over and over; having to do the same behavior in a specified way many times | 1 | 2 | 3 | 4 |
| 19. Being overly concerned with making mistakes; being a perfectionist   | 1 | 2 | 3 | 4 |
| 20. Having toileting accidents   | 1 | 2 | 3 | 4 |
| 21. Hitting or hurting him/herself   | 1 | 2 | 3 | 4 |
| 22. Becoming overly upset when others touch or move his/her belongings   | 1 | 2 | 3 | 4 |
| 23. Laughing or giggling at inappropriate times (e.g., when others are hurt or upset)  | 1 | 2 | 3 | 4 |
| 24. Ignoring or walking away from others during interactions or play   | 1 | 2 | 3 | 4 |
| 25. Becoming upset if routines are changed   | 1 | 2 | 3 | 4 |
| 26. Touching others inappropriately  | 1 | 2 | 3 | 4 |
| 27. Asking the same questions over and over  | 1 | 2 | 3 | 4 |
| 28. Engaging in unusual mannerisms such as hand-flapping or spinning   | 1 | 2 | 3 | 4 |
| 29. Having to play or do things in the same exact way each time  | 1 | 2 | 3 | 4 |
| 30. Having difficulty calming him/herself down when upset or excited   | 1 | 2 | 3 | 4 |

**B. Please star the behaviors above that interfere with this child's interactions with others.**

## SOCIAL SKILLS SURVEY – Teacher

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

Teacher completing form: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of classroom: \_\_\_\_\_

How long teacher has known child: \_\_\_\_\_

1) How much interest in interacting with classmates does this child show?

1	2	3	4	5
Very little interest				Extremely interested

2) How often does this child interact with classmates?

1	2	3	4	5
As little as possible				As much as possible

3) How well does this child interact with classmates?

1	2	3	4	5
Not very well				Very well

4) How many friends in the classroom does this child have? \_\_\_\_\_

5) What types of activities does this child participate in with classmates?

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6) Please list any special interests, skills, talents, or areas of expertise that this child has demonstrated:

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7) How does this child usually spend his/her free time in the classroom?

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8) How does this child usually spend his/her time during recess?

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9) What are this child's favorite classroom activities?

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***Please use the following scale to indicate how well this child does each of the following:***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not very well			Very well

Affective Understanding/ Perspective Taking

**How well does this child...**

- |   |   |   |   |   |
|---|---|---|---|---|
| 10) Understand what other people's facial expressions mean?   | 1 | 2 | 3 | 4 |
| 11) Understand what other people's "body language" means?   | 1 | 2 | 3 | 4 |
| 12) Use a wide range of conventional facial expressions to express his/her feelings (for example, raised eyebrows to express surprise; a scowl to express anger)? | 1 | 2 | 3 | 4 |
| 13) Use a wide range of gestures or "body language" to communicate (for example, use an "OK" hand sign; cross arms when angry)?                                   | 1 | 2 | 3 | 4 |
| 14) Understand that other people can have thoughts and feelings that are different from his/her own?  | 1 | 2 | 3 | 4 |
| 15) Understand other people's perspectives in a variety of situations (i.e., put him/herself "in another person's shoes")?  | 1 | 2 | 3 | 4 |
| 16) Understand what makes other people feel basic emotions such as happiness, sadness, or fear?   | 1 | 2 | 3 | 4 |
| 17) Understand what makes other people feel complex emotions such as surprise, guilt, or embarrassment?   | 1 | 2 | 3 | 4 |

Initiating Interactions

**How well does this child...**

- |   |   |   |   |   |
|---|---|---|---|---|
| 18) Initiate greetings to familiar people on his/her own? | 1 | 2 | 3 | 4 |
| 19) Invite others to play with him/her?                   | 1 | 2 | 3 | 4 |

1	2	3	4
Not very well			Very well

### **How well does this child...**

- |  |   |   |   |   |
|--|---|---|---|---|
| 20) Join a group of children who are already playing?                                  | 1 | 2 | 3 | 4 |
| 21) Ask others in a direct manner for something he/she wants?                          | 1 | 2 | 3 | 4 |
| 22) Ask others for help when he/she needs it?  | 1 | 2 | 3 | 4 |
| 23) Start conversations with others?   | 1 | 2 | 3 | 4 |
| 24) Get the attention of others before talking to them?                                | 1 | 2 | 3 | 4 |
| 25) Offer to assist others when they need help?  | 1 | 2 | 3 | 4 |
| 26) Offer comfort to others when they are upset or hurt?                               | 1 | 2 | 3 | 4 |
| 27) Apologize in a sincere way for hurting someone, without being reminded?            | 1 | 2 | 3 | 4 |
| 28) Compliment or congratulate other people for their accomplishments or good fortune? | 1 | 2 | 3 | 4 |

### Responding to Initiations

### **How well does this child...**

- |   |   |   |   |   |
|---|---|---|---|---|
| 29) Respond in a friendly manner when he/she is greeted by others?                    | 1 | 2 | 3 | 4 |
| 30) Respond in a friendly manner when others invite him/her to play?                  | 1 | 2 | 3 | 4 |
| 31) Respond in a friendly manner to questions or requests from others?                | 1 | 2 | 3 | 4 |
| 32) Respond in a friendly manner when others try to start conversations with him/her? | 1 | 2 | 3 | 4 |
| 33) Respond in a positive way to compliments?   | 1 | 2 | 3 | 4 |

1	2	3	4
Not very well			Very well

### Maintaining Interactions

#### **How well does this child...**

- |  |   |   |   |   |
|--|---|---|---|---|
| 34) Play cooperatively with other children (e.g., sharing, taking turns, following rules?)                           | 1 | 2 | 3 | 4 |
| 35) Have conversations about a wide range of topics?   | 1 | 2 | 3 | 4 |
| 36) Talk about things that interest the other person?  | 1 | 2 | 3 | 4 |
| 37) Keep a conversation going by sharing information <u>and</u> asking the other person questions?                   | 1 | 2 | 3 | 4 |
| 38) Stay on the topic during conversations?  | 1 | 2 | 3 | 4 |
| 39) Listen to what others say and use this information during conversations?   | 1 | 2 | 3 | 4 |
| 40) Share a conversation by talking and listening for about the same amount of time?                                 | 1 | 2 | 3 | 4 |
| 41) Maintain eye contact with others during interactions?  | 1 | 2 | 3 | 4 |
| 42) Speak in an appropriate tone of voice during interactions (e.g., not too loud, soft, mechanical, or sing-songy)? | 1 | 2 | 3 | 4 |
| 43) Smile to be friendly or to indicate to others that he/she likes something?                                       | 1 | 2 | 3 | 4 |
| 44) Respect the personal space of others during interactions (i.e., not stand too close or too far away)?            | 1 | 2 | 3 | 4 |



***Please use the following scale to rate this child's ability in each of the following areas:***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not very competent			Very competent

45) Ability to understand and express feelings	1	2	3	4
46) Ability to understand the perspective of another person	1	2	3	4
47) Ability to initiate social interactions	1	2	3	4
48) Ability to respond to the initiations of others	1	2	3	4
49) Ability to maintain social interactions	1	2	3	4
50) Ability to understand and use nonverbal behaviors appropriately (e.g., eye contact, smiling, body language)	1	2	3	4

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51) Which aspects of this child's social skills development are you most concerned about?

52) What would you like this child to learn in a social skills intervention program?

Other comments:

*Thank you!*