

TEACHER PACKET

Dear Teacher or Counselor:

My child is being evaluated for Attention Deficit/Hyperactivity Disorder (ADHD) by the Ascend Psychiatry and Consulting Group (AP&W)

I authorize the release of my child's educational records to **Dr. Laura Montgomery- Barefield/**

To complete this evaluation process, we require the following:

1. This e-mail may be forwarded by the parent for your completion
subject line will read
 - "Request to complete form"
 - **This should be completed by a teacher who has known the child for at least three months and has observed him/her in a classroom setting. In some cases, this may be the teacher from the prior grade.**
 - You will also need to complete a NICHQ Vanderbilt Teacher form (This should be included in email from parent)

2. Please include in this packet the following information:

Report Card and Progress Reports
Standardized / achievement testing
IEP or psychoeducational testing (if applicable)

Note: When completing the questionnaire, please do not skip any items or mark answers in between responses

Thank you very much for your timely assistance in this matter. Please contact me when all items are complete so I can pick it up and bring to my appointment.

Sincerely,

Parent of

Phone number

Date:

General School Information:

Teacher's Name:

Phone Number:

Email Address:

School Psychologist's Name:

Phone Number:

Resource Specialist(s) Name:

Phone Number:

Is the student absent/tardy often? YES NO

If so, how many days has the student been absent? tardy?

Is the student sent to the office often? YES NO

If so, how many times has the student been sent to the office for behavioral issues?

Neurodevelopmental Skills

Please rate your student as he/she compares with other children of the same age by placing a check in the appropriate box.

| SPECIFIC SKILLS | Better | Same | Worse | Not Observed |
|---------------------------------|---------------|-------------|--------------|---------------------|
| Catching and throwing a ball | | | | |
| Building things (Legos, models) | | | | |
| Drawing / Art | | | | |
| Writing | | | | |
| Understanding spoken directions | | | | |
| Speaking clearly | | | | |
| Describing things | | | | |
| Ability to remember things | | | | |

Academic Performance (please place check in the appropriate box)

| Performance | Excellent | Above Average | Somewhat of a Problem | Problematic |
|--------------------|------------------|----------------------|------------------------------|--------------------|
| Reading | | | | |
| Mathematics | | | | |
| Written Expression | | | | |

Classroom Behavioral Performance (please place check in the appropriate box)

| Performance | Excellent | Above Average | Average | Somewhat of a Problem | Problematic |
|-------------------------|------------------|----------------------|----------------|------------------------------|--------------------|
| Relationship with Peers | | | | | |
| Following Directions | | | | | |
| Disrupting Class | | | | | |
| Assignment Completion | | | | | |
| Organizational Skills | | | | | |

Additional Information:

What are the student's assets, strengths?

What are the behavioral challenges and/or areas of growth for this student?

How would you describe the student's interactions with peers?

Please describe and provide examples of the approaches or technique(s) you employ to help focus this student's attention and/or manage their behaviors.

What other important information do we need to know about this student?