

Teacher: Please complete and return directly to :

Interlake Psychiatric Associates, PLLC  
2025 112<sup>th</sup> Avenue NE, #200  
Bellevue, WA 98004

# School Report

Date \_\_\_\_\_

Child's name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Name and address of school \_\_\_\_\_  
\_\_\_\_\_

Teacher's name \_\_\_\_\_

Principal \_\_\_\_\_ Counselor \_\_\_\_\_

Length of time child has been in present school: \_\_\_\_\_

Is child absent often? \_\_\_\_\_ Why? \_\_\_\_\_

Grades repeated: \_\_\_\_\_ Grades skipped: \_\_\_\_\_

Please list any *individually administered* IQ tests given child, dates administered, and scores:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on most recent *achievement tests*, child is reading at \_\_\_\_\_ grade level; spelling at \_\_\_\_\_ grade level; mathematics at \_\_\_\_\_ grade level.

Please describe the child's personality: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please complete the following by *underlining* the term which *best* describes the behavior of the child:

1. Reading ability *for grade* is (failing, below average, average, above average)
2. Arithmetic ability *for grade* (failing, below average, average, above average)
3. Spelling ability *for grade* is (failing, below average, average, above average)
4. Handwriting ability *for grade* (failing, below average, average, above average)
5. Overall academic achievement *for grade* is (failing, below average, average, above average)
6. Native intelligence *your estimate* (subnormal, borderline average, average, above average)
7. Child seems not to comprehend spoken grade level words (rarely, sometimes, often)
8. Child has difficulty relating experiences (rarely, sometimes, often)
9. Child uses irregular grammar (rarely, sometimes, often)
10. Child uses incomplete sentences (rarely, sometimes, often)

11. Child has difficulty judging relative values such as tall, heavy, far, near (rarely, sometimes, often)
12. Child has difficulty with spatial directions such as right/left, up/down, north/south, etc. (rarely, sometimes, often)
13. Child is distracted by movement, noise, etc. (rarely, sometimes, often)
14. Child has difficulty following spoken directions (rarely, sometimes, often)
15. Child seems confused by large group activity (rarely, sometimes, often)
16. Child daydreams, "fiddles," is slow to respond (rarely, sometimes, often)
17. Child requires extra explanations from teacher (rarely, sometimes, often)
18. Child assumes responsibility for own work and belongings (rarely, sometimes, often)
19. Child is restless or wiggly (rarely, sometimes, often)
20. Child gets out of seat without permission (rarely, sometimes, often)
21. Child talks excessively (rarely, sometimes, often)
22. Child disrupts and disturbs other children (rarely, sometimes, often)
23. Child fails to complete work on time (rarely, sometimes, often)
24. Child compares with other children in gross coordination: walking, running, climbing, hopping (poorly, well, above average)
25. Child compares with other children in fine coordination: drawing, cutting, tying, catching, using materials (poorly, well, above average)
26. Ability to cope with new or exciting situations: parties, field trips, visitors, etc. (below average, average, above average)
27. Child is socially accepted by other children (rarely, sometimes, often)
28. Child is aggressive – pushes, argues, starts fights (rarely, sometimes, often)
29. Gets along with classmates (poorly, well, above average)

Please list any special abilities, talents, assets which the child has:

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Additional comments (contacts with parents, other problem areas, special concerns, other impressions, etc.)

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Signature of person completing form \_\_\_\_\_

Title \_\_\_\_\_