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Dear Teacher:

Please complete the school information form and the age-appropriate ADHD rating form for your student. You can email it to our office at [info@saibleneuro.com](mailto:info@saibleneuro.com) or fax it to 727-440-8148. It is very important that we have this information prior to the child's appointment as your insight is a valuable part of the evaluation process. We appreciate your time!

Thank you,  
Shivani Saible, Ph.D.  
Clinical Neuropsychologist & Owner  
Saible Neuropsychology

# Saible

# Neuropsychology

SCHOOL INFORMATION FORM

CONFIDENTIAL

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Placement: \_\_\_\_\_ Teacher: \_\_\_\_\_

Learning Resource Teacher and/or Guidance Consultant: \_\_\_\_\_

*TO BE COMPLETED BY CLASSROOM TEACHER AND WHEN APPLICABLE BY TUTORIAL OR OTHER SUPPORT STAFF*

1. In your view, do you see this child as having a problem of an academic, social or behavioral nature? Please elaborate:

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2. Classroom:

- Regular class  
 Regular class and Special Program  
 Special class (full-time)  
 Special class and Regular class  
 Open area?

3. What is the child's status in the following subjects:

	Grade Level	Quality of Performance
Reading	_____	_____
Mathematics	_____	_____
Spelling	_____	_____
Other	_____	_____

4. What specific learning strengths and weaknesses have you noted?

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5. How would you describe the child in terms of:

a) Classroom Behaviour (e.g. need for attention, disruptive, response to correction, cooperativeness, etc.)

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b) Work habits (e.g. paying attention, following instructions, slow worker, works independently to completion, facing new tasks, etc.)

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c) Relationship with Teacher (e.g. demanding, approval-seeking, manner of answering questions or asking for help, etc.)

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d) Peer socialization (e.g. popularity, leadership ability, sensitivity, response to conflict, etc.)

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e) Special interests or talents (e.g. athletics, literary, crafts, etc.)

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f) Parent – School relationships (e.g. openness, mutual trust, interest, cooperativeness, etc.)

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SCHOOL HISTORY: Please indicate grade repeated.				
School Attended	Dates	Grades	Special Programs or Therapies	
			Type	Duration

ACHIEVEMENT TESTS (administered during the last two years):		
Name of Test	Date	Result (Percentile, Grade Equivalent, etc.)

TESTS: Intelligence, diagnostic, speech and language, etc. Please include a copy of the original report and subtest scores where possible.		
Name of Test	Date Given	Results

Please indicate present diagnostic impressions and concerns, if any, for this student.

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## Attention and Behaviour Rating Form, School Version: Child (5-10yrs)

Student's name: \_\_\_\_\_ Sex: M F Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Please select the answer that best describes this student's behaviour over the past 6 months (or since the beginning of the school year).**

*Please do not skip any items.*

**How often does this child display this behaviour?**

	Never Or Rarely	Sometimes	Often	Very Often
Fails to give close attention to details or makes careless mistakes in schoolwork or during other activities	0	1	2	3
Has difficulty sustaining attention in tasks or play activities	0	1	2	3
Does not seem to listen when spoken to directly	0	1	2	3
Does not follow through on instructions and fails to finish schoolwork	0	1	2	3
Has difficulty organizing tasks and activities	0	1	2	3
Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)	0	1	2	3
Loses thing necessary for tasks or activities (e.g., school materials, pencils, books)	0	1	2	3
Easily distracted by extraneous stimuli	0	1	2	3
Forgetful in daily activities	0	1	2	3

**How much do the nine behaviours in the previous question cause problems for this child:**

	No Problem	Minor Problem	Moderate Problem	Severe Problem
Getting along with school professionals	0	1	2	3
Getting along with other children	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behaviour in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

*(continued on back)*

**How often does this child display this behaviour?**

	Never Or Rarely	Sometimes	Often	Very Often
Fidgets with or taps hands or feet or squirms in seat	0	1	2	3
Leaves seat in situations when remaining seated is expected	0	1	2	3
Runs about or climbs in situations where it is inappropriate	0	1	2	3
Unable to play or engage in leisure activities quietly	0	1	2	3
"On the go," acts as if "driven by a motor"	0	1	2	3
Talks excessively	0	1	2	3
Blurts out an answer before a question has been completed	0	1	2	3
Has difficulty waiting his or her turn (e.g., while waiting in line).	0	1	2	3
Interrupts or intrudes on others	0	1	2	3

**How much do the nine behaviours in the previous question cause problems for this child:**

	No Problem	Minor Problem	Moderate Problem	Severe Problem
Getting along with school professionals	0	1	2	3
Getting along with other children	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behaviour in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

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	R	P	#2/3	
IA				
HI				
TOTAL				
	IA-R	IA-P	HI-R	HI-P
Teacher				
Peer				
Homework				
Academics				
Behaviour				
Self-Esteem				

## Attention and Behaviour Rating Form, School Version: Adolescent (11-17yrs)

Student's name: \_\_\_\_\_ Sex: M F Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Please select the answer that best describes this student's behaviour over the past 6 months (or since the beginning of the school year).**

*Please do not skip any items.*

**How often does this student display this behaviour?**

	Never Or Rarely	Sometimes	Often	Very Often
Fails to give close attention to details or makes careless mistakes in schoolwork or during other activities	0	1	2	3
Has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lectures, conversations or lengthy reading)	0	1	2	3
Does not seem to listen when spoken to directly	0	1	2	3
Does not follow through on instructions and fails to finish schoolwork	0	1	2	3
Has difficulty organizing tasks and activities	0	1	2	3
Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework; preparing reports)	0	1	2	3
Loses thing necessary for tasks or activities (e.g., school materials, pencils, books)	0	1	2	3
Easily Distracted by extraneous stimuli or unrelated thoughts	0	1	2	3
Forgetful in daily activities	0	1	2	3

**How much do the nine behaviours in the previous question cause problems for this student:**

	No Problem	Minor Problem	Moderate Problem	Severe Problem
Getting along with school professionals	0	1	2	3
Getting along with other students	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behaviour in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

*(continued on back)*

**How often does this student display this behaviour?**

	Never Or Rarely	Sometimes	Often	Very Often
Fidgets with or taps hands or feet or squirms in seat	0	1	2	3
Leaves seat in situations when remaining seated is expected	0	1	2	3
Runs about or climbs in situations where it is inappropriate or feels restless	0	1	2	3
Unable to play or engage in leisure activities quietly	0	1	2	3
"On the go," acts as if "driven by a motor" (e.g., unable to be or uncomfortable being still for an extended time)	0	1	2	3
Talks excessively	0	1	2	3
Blurts out an answer before a question has been completed	0	1	2	3
Has difficulty waiting his or her turn (e.g., while waiting in line).	0	1	2	3
Interrupts or intrudes on others (e.g., butts into conversations, games, or activities, may intrude into or take over what others are doing)	0	1	2	3

**How much do the nine behaviours in the previous question cause problems for this student:**

	No Problem	Minor Problem	Moderate Problem	Severe Problem
Getting along with school professionals	0	1	2	3
Getting along with other students	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behaviour in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

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IA				
HI				
TOTAL				
	IA-R	IA-P	HI-R	HI-P
Teacher				
Peer				
Homework				
Academics				
Behaviour				
Self-Esteem				