



Request for School Information

To be completed by: School Principal or Designate

633 Wellington Crescent
 Winnipeg, MB R3M 0A8, Canada
 Telephone: (204) 235-8866 Fax: (204) 235-8870

STUDENT'S NAME: _____ **Date of Birth:** _____

Parent/Guardian: _____ Address: _____

Postal Code: _____ Telephone No: _____

SCHOOL:
 Name of School: _____ Principal: _____

Address: _____ Telephone No. Of School: _____

_____ Fax No: _____
 (include postal code)

School Division: _____ Teacher's Name: _____

Case Manager: _____

STUDENT INFORMATION

Student's Grade Level or Placement: _____ Size of Class: _____ Date Enrolled: _____

Have any grades been repeated: Yes No Unknown If yes, what grade: _____

Please describe this student's present school placement:

- Regular Classroom Home Schooling Open Classroom
- Private School Combined Years Classroom Other _____
- Language Immersion (i.e. French) Bridging Year

Does the student receive? Yes No In class resource help: _____ hrs per cycle.

Yes No Out of class resource help: _____ hrs per cycle.

Name of Resource Teacher: _____ Other _____
 (i.e. 1:1 worker, teacher's aide, spec ed assist, etc.)

Does this student receive funding for assistance at school? Yes No
 If yes, what level of funding? Level I Level II Level III Other: _____

Please list dates and attach scores or reports of any previous individual or group testing performed on this student:

- Achievement/Academic _____
- Hearing: _____
- Vision: _____
- Psychological/Psychometric _____
- Speech and Language _____
- Occupational Therapy _____
- Physiotherapy _____

NOTE: In order for a Manitoba FASD Centre assessment to proceed, psychology testing is required. If possible, psychology testing arranged through the school would be appreciated. If this is not available, please contact Manitoba FASD Centre to discuss other possible options. Thank you.

Which of the following services does the school provide and/or is currently received by this student:

	Available	Involved	Name/Address
• Behavior Specialist	_____	_____	_____
• Child Guidance Clinic	_____	_____	_____
• Community Health Nurse	_____	_____	_____
• Cultural Liaison Worker	_____	_____	_____
• Guidance Counsellor	_____	_____	_____
• Occupational Therapy	_____	_____	_____
• Physiotherapy	_____	_____	_____
• Psychology	_____	_____	_____
• Resource Program	_____	_____	_____
• Social Worker	_____	_____	_____
• Special Education Assistant	_____	_____	_____
• Speech and Language Pathology	_____	_____	_____
• Other (specify) _____	_____	_____	_____

Is this student currently receiving counselling in school? Yes No

Describe the student's learning style. (i.e. activity level, organizational skills, visual learner, kinesthetic learner, etc)

What are the student's strengths?

Does this student have any special interests or talents?

What are the student's weaknesses or difficulties?

Describe the student's social adjustment with other students. (i.e. Making friends, working in a group, aggression, withdrawal)

Describe the student's social adjustment with adults. (i.e. Teachers, others)

STUDENT PERFORMANCE

In each of the following areas, please rate the student's performance from your observation on a day-to-day basis:

	Major Concern	Minor Concern	No Concern	Advanced for age	Estimated grade level (if applicable)
<u>Reading</u>					
• Alphabet & Recognition	_____	_____	_____	_____	_____
• Alphabet Sound/Symbol	_____	_____	_____	_____	_____
• Instruction Reading Level	_____	_____	_____	_____	_____
• Reading Sight Vocabulary	_____	_____	_____	_____	_____
• Retelling/Comprehension	_____	_____	_____	_____	_____
<u>Written Language</u>					
• Is able to draw to represent ideas	_____	_____	_____	_____	_____
• Is able to write to represent ideas	_____	_____	_____	_____	_____
• Develop Level of Spelling	_____	_____	_____	_____	_____
<u>Fine Motor Skills</u>					
• Hand Dominance	_____	_____	_____	_____	_____
• Pencil Grasp	_____	_____	_____	_____	_____
• Colouring	_____	_____	_____	_____	_____
• Dexterity	_____	_____	_____	_____	_____
• Printing	_____	_____	_____	_____	_____
• Writing	_____	_____	_____	_____	_____
• Punctuation, legibility	_____	_____	_____	_____	_____
• Volume output/speed	_____	_____	_____	_____	_____
<u>Arithmetic</u>					
• Number Recognition	_____	_____	_____	_____	_____
• Rote Counting	_____	_____	_____	_____	_____
• Ability to track when counting (1:1 correspondence)	_____	_____	_____	_____	_____
• Basic Computation	_____	_____	_____	_____	_____
• Problem solving	_____	_____	_____	_____	_____

	Major Concern	Minor Concern	No Concern	Advanced for age	Estimated grade level (if applicable)
<u>Language</u>					
• Word Pronunciation	_____	_____	_____	_____	_____
• Comprehension of Verbal Instructions	_____	_____	_____	_____	_____
• Oral Sentence Structure/fluency	_____	_____	_____	_____	_____
<u>Computer Skills</u>					
• Keyboarding	_____	_____	_____	_____	_____
• Mouse Control	_____	_____	_____	_____	_____
• Word Processing	_____	_____	_____	_____	_____
Does the school have access to computers?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
<u>General knowledge</u>					
_____	_____	_____	_____	_____	_____
<u>Visual Memory</u>					
• Short term	_____	_____	_____	_____	_____
• Long term	_____	_____	_____	_____	_____
<u>Auditory Memory</u>					
• Short term	_____	_____	_____	_____	_____
• Long term	_____	_____	_____	_____	_____
<u>Gross Motor Skills</u>					
• Balance	_____	_____	_____	_____	_____
• Ball Skills	_____	_____	_____	_____	_____
• Coordination	_____	_____	_____	_____	_____
• Sports	_____	_____	_____	_____	_____
<u>Behavior & Social Skills</u>					<u>Comment</u>
• Ability to start play	_____	_____	_____	_____	_____
• Activity	_____	_____	_____	_____	_____
• Turn-taking	_____	_____	_____	_____	_____
• Abiding by rules & limits	_____	_____	_____	_____	_____
• Ability to share	_____	_____	_____	_____	_____
• Adjust to new routines	_____	_____	_____	_____	_____
• Attention span	_____	_____	_____	_____	_____
• Eye Contact	_____	_____	_____	_____	_____
• Ability to transition between activities	_____	_____	_____	_____	_____
• Solitary play	_____	_____	_____	_____	_____
• Resistance to go to school	_____	_____	_____	_____	_____
• Frequent cries	_____	_____	_____	_____	_____
• Destructive of other's belongings	_____	_____	_____	_____	_____
• Physical aggression	_____	_____	_____	_____	_____
• Temper tantrums	_____	_____	_____	_____	_____

Other (specify) _____

ENVIRONMENTAL

Environment can impact on the behavior of a student. Please comment on the current classroom environment.

- Classroom is visually stimulating (i.e. decorations/displays on walls, hanging from ceiling)
 Yes No Comment_____
- Shelves are closed with doors or drapes to reduce stimulation.
 Yes No Comment_____
- Noise level in room is low; background noise is minimized or removed.
 Yes No Comment_____
- There is an area of the classroom that is private, secluded and free of stimulus where students are free to work or clam down, etc.
 Yes No Comment_____
- Open area classroom.
 Yes No Comment_____
- Fluorescent lighting.
 Yes No Comment_____
- Individual desk (If yes, location of desk).
 Yes No Comment_____
- Group seating.
 Yes No Comment_____
- Time out space for behavior management in classroom.
 Yes No Comment_____
- Calming space in classroom.
 Yes No Comment_____

How many transitions does the student encounter throughout the day? Please specify recess, lunch, and other classes.

How does the student handle these? Are any of the transitions particularly difficult?

Is the child bused to school? Yes No _____

Other

School/Parent Relationship: Are parents aware/concerned? Yes No

Please list any specific questions or concerns for which you would like help from Manitoba FASD Centre with regards to this student.

Is there any other information the Manitoba FASD Centre should know about this student?

PERSON FILLING OUT THIS FORM

Name of person completing this form: _____ Position/Title: _____

Referred by (e.g. who or what organization informed you about the Centre?) _____

Signature: _____ Date: _____

Thank you for your help in completing this questionnaire. Please attach copies of the student's latest assessment or progress reports and include any other information, which may help for the assessment.