

2025-2026 Full Academic and Emotional/Behavioral Survey (Parent and Teacher)

Your input is important and appreciated. Please complete this form within **three school days**. We recommend setting aside **30 minutes of uninterrupted time** to ensure thoughtful and thorough responses. When asked to rate the student's behavior, please do so in comparison to **same-age peers**. When prompted for additional information, feel free to include as much detail as you feel is necessary to help us better understand the student's needs. Once finished, please click "**Submit**" at the end of the survey. If you have any questions or need assistance, you may contact me at (281) 634-3771 or by email at carol.clayborne@fortbendisd.com. Thank you for your support and collaboration in helping us better serve our students.

Sincerely,

Carol Clayborne Porter
Licensed Specialist in School Psychology

* Required

Student Information

1. Student First Name *

2. Student Last Name

3. Student Number

4. What is the primary language spoken in the home? (Parents)

5. Student Grade *

6. Student School *

7. Who is completing this form? (Your First and Last Name) *

8. Indicate your teaching position *

- ☐ Parent
- ☐ Certified Teacher
- ☐ Substitute Teacher
- ☐ Long-Term Substitute
- ☐ Long-Term Substitute Vacancy
- ☐ Special Education Instructional Apprentice
- ☐ Special Education Associate Teacher
- ☐ Special Education Teacher w/ Emergency Certification

9. How long have you known this student? *

Language

Likert Scales Link https://researchbasics.education.uconn.edu/likert_scales/#

10. Please rate this student's Expressive English language when compared to same-aged peers.

	Very Good	Good	Fair	Poor	Very Poor
Displays adequate vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses adequate grammar for general understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses self fluently when called upon to speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizes and relates ideas and factual information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narrates events in the order in which they happened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please provide a few details on items selected

12. Please rate this student's Receptive English language when compared to same-aged peers.

	Very Good	Good	Fair	Poor	Very Poor
Comprehends word meanings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehends classroom discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remembers information just heard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows oral instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to deduce concepts / conclusions from clues presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please provide details on items selected

General: Emotion / Behavior / Social

14. Please rate the student's emotional functioning when compared to his / her peers. *

	Extremely well	Very well	Somewhat well	Not so well	Not well at all
Adapts to new situations without getting upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains an even disposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to good news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to bad news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please provide a few details on your responses above. *

16. Please rate the student's behavioral functioning when compared to his/her peers. *

	Extremely well	Very well	Somewhat well	Not so well	Not well at all
Persists with difficult tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally cooperates / complies with teacher requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to praise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates activities independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please provide a few details on your responses above. *

18. Please rate the student's social functioning when compared to his/her peers. *

	Extremely well	Very well	Somewhat well	Not so well	Not well at all
Makes and keeps friends at school or home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works cooperatively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits age appropriate interactions with same-aged peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please provide a few details on your responses above. *

20. Areas of concern *

Please mark all that apply

- ☐ frequent absences
- ☐ limited verbalizations
- ☐ problems focusing and maintaining attention
- ☐ low frustration tolerance
- ☐ physical restlessness / impulsivity
- ☐ difficulty following classroom rules
- ☐ immature social skills
- ☐ limited memory retention / drive
- ☐ disorganized work habits
- ☐ poor task completion
- ☐ limited self-confidence
- ☐ difficulty working independently
- ☐ difficulty copying from the board
- ☐ N/A

21. Please provide a few details for your responses above. *

22. ATTITUDE *

Please select all that apply

- ☐ good attitude / behavior
- ☐ poor attitude / behavior
- ☐ lack of effort
- ☐ lack of / poor participation
- ☐ not attentive to instruction
- ☐ uncooperative
- ☐ N/A

23. CONDUCT *

Select one

- ☐ this student's behavior is not a problem at this time
- ☐ this student's behavior is currently disruptive at home or school / unacceptable behavior

24. Please provide details on this student's conduct. *

Extreme Behavior

If this student is exhibiting behaviors that prevent himself/herself or others from learning complete this section. If this student is not exhibiting behaviors that prevent their learning or the learning of others, skip down to the next section (Autism).

25. Academic (Please note below any observed deficits in intellectual, sensory, or health factors)

- ☐ Failure in skill acquisition
- ☐ Severe learning deficiencies given chronological age expectancy
- ☐ Nonattending to class instruction; short attention span
- ☐ Little motivation for academic learning
- ☐ Other

26. Please elaborate on any items selected from above and state how long the behaviors have been happening.

27. Behavior: Mood Swings

- ☐ Laughs, cries or becomes very angry without apparent cause at times when others would show different reaction
- ☐ Looks depressed almost all the time without regard to circumstances
- ☐ Daydreams; sits with a vacant expression doing nothing productive
- ☐ Other

28. Please elaborate on any items selected from above and state how long the behaviors have been happening.

29. Behavior: Responses

- ☐ Talks inappropriately, without regard for the questions or answers of others
- ☐ Shows extreme interest in morbid, obscure or gruesome events
- ☐ Is in constant motion; compulsively manipulates objects; moves about the room excessively
- ☐ Talks incessantly; frequently talks without permission or interrupts conversations
- ☐ Does not seem to learn from experience; behavior does not improve with usual disciplinary methods
- ☐ Acts impulsively and shows poor judgment; does not consider or understand consequences of his behavior
- ☐ Other

30. Please elaborate on any items selected from above and state how long the behaviors have been happening.

31. Behavior: Neurotic Complaints

- ☐ Complains of feeling uneasy or anxious most of the time without apparent cause
- ☐ Complains of being afraid of some thing(s) that the vast majority of people do not fear
- ☐ Is overly suspicious or jealous of others
- ☐ Other

32. Please elaborate on any items selected from above and state how long the behaviors have been happening.

33. Behavior: Interpersonal Relationships

- ☐ Impaired ability to build or maintain satisfactory interpersonal relationships with peers and teachers
- ☐ Cannot make or keep friends
- ☐ Little motivation for academic learning
- ☐ Cannot work with others in learning situations
- ☐ Cannot play with others cooperatively
- ☐ Cannot communicate with or respond to others due to an apparent lack of awareness of the real world
- ☐ Other

34. Please elaborate on any items selected from above and state how long the behaviors have been happening.

35. Behavior: Self Concept

- ☐ Does not speak or speaks only when spoken to
- ☐ Speech is unusually fast or slow
- ☐ Speaks with marked dysfluency, stutters, clutters or otherwise demonstrates interruptions in the flow of speech
- ☐ Voice unusually high, low, loud, soft or scratchy
- ☐ Primarily uses jargon, profanity or other speech inappropriate to context
- ☐ Other

36. Please elaborate on any items selected from above and state how long the behaviors have been happening.

37. Physical

- ☐ Complains of physical pain, sensations or discomfort, or physical or bodily impairment in the absence of an organic basis
- ☐ Engages in repetitive, stereotyped motor behavior, such as tics, nailbiting or rocking
- ☐ Habitually sucks thumb or fingers
- ☐ Overcome frequently by drowsiness or sleep during the day; seems tired or without energy
- ☐ Other

38. Please elaborate on any items selected from above and state how long the behaviors have been happening.

Autism Questions

If the student you are rating has an Autism Spectrum disorder, or if an Autism Spectrum disorder is suspected, please answer the following questions. If not, skip down to the next section (ADHD/ADD).

<https://www.cdc.gov/ncbddd/autism/signs.htm>

39. Please mark behaviors below which you have observed.

- ☐ Not respond to their name by 12 months of age (Parents)
- ☐ Not point at objects to show interest (point at an airplane flying over) by 14 months (Parents)
- ☐ Not able to play "pretend" games (pretend to "feed" a doll) by 18 months (Parents)
- ☐ Avoid eye contact and want to be alone
- ☐ Have trouble understanding other people's feelings or talking about their own feelings
- ☐ Have delayed speech and language skills.
- ☐ Repeat words or phrases over and over (echolalia)
- ☐ Give unrelated answers to questions
- ☐ Get upset by minor changes
- ☐ Have obsessive interests
- ☐ Flap their hands, rock their body, or spin in circles
- ☐ Have unusual reactions to the way things sound, smell, taste, look, or feel

40. Social Skills

- ☐ Avoids eye-contact
- ☐ Prefers to play alone
- ☐ Does not share interests with others
- ☐ Avoids or resists physical contact
- ☐ Is not comforted by others during distress
- ☐ Has trouble understanding other people's feelings or talking about own feelings
- ☐ Only interacts to achieve a desired goal
- ☐ Has flat or inappropriate facial expressions
- ☐ Does not understand personal space boundaries
- ☐ Avoids or resists physical contact
- ☐ Is not comforted by others during distress
- ☐ Has trouble understanding other people's feelings or talking about own feelings

41. Communication

- ☐ Delayed speech and language skills
- ☐ Repeats words or phrases over and over (echolalia)
- ☐ Reverses pronouns (e.g., says "you" instead of "I")
- ☐ Gives unrelated answers to questions
- ☐ Does not point or respond to pointing
- ☐ Uses few or no gestures (e.g., does not wave goodbye)
- ☐ Talks in a flat, robot-like, or sing-song voice
- ☐ Does not pretend in play (e.g., does not pretend to "feed" a doll)
- ☐ Does not understand jokes, sarcasm, or teasing

42. Unusual Interests and Behaviors

- ☐ Lines up toys or other objects
- ☐ Plays with toys the same way every time
- ☐ Likes parts of objects (e.g., wheels)
- ☐ Is very organized
- ☐ Gets upset by minor changes
- ☐ Has obsessive interests
- ☐ Has to follow certain routines
- ☐ Flaps hands, rocks body, or spins self in circles

43. Other Possible Behaviors

- ☐ Hyperactivity (very active)
- ☐ Impulsivity (acting without thinking)
- ☐ Short attention span
- ☐ Aggression
- ☐ Causing self injury
- ☐ Temper tantrums
- ☐ Unusual eating and sleeping habits
- ☐ Unusual mood or emotional reactions
- ☐ Lack of fear or more fear than expected
- ☐ Unusual reactions to the way things sound, smell, taste, look, or feel

44. Please provide a few details all items selected from above.

ADHD/ADD Questions

Think about this student's behavior in the past 6 months. If the student you are rating has a ADHD/ADD or if ADD/ADHD is suspected, please answer the following questions. If not, skip down to the next section (Student Information).

45. Inattention:

	Always	Very Often	Sometimes	Rarely	Never
fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has trouble holding attention on tasks or play activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does not seem to listen when spoken to directly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has trouble organizing tasks and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often forgetful in daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. Please provide details for behaviors selected above.

47. Hyperactivity:

	Always	Very often	Sometimes	Rarely	Never
fidgets with or taps hands or feet, or squirms in seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leaves seat in situations when remaining seated is expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
unable to play or take part in leisure activities quietly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often "on the go" acting as if "driven by a motor"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talks excessively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
blurts out an answer before a question has been completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has trouble waiting their turn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interrupts or intrudes on others (e.g., butts into conversations or games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. Please provide details for behaviors selected above.

49. What accommodations have you tried in the classroom? What worked? What did not work?

50. Do you know is the student currently receiving counseling on or off campus?

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