

Observational Survey for Teachers

The Fast ForWord family of programs were developed for individuals who need to improve their language and reading skills. This series of questions may help to indicate whether a student has difficulty with learning, language and reading skills. Choose one answer under each question to indicate how often the behaviour is exhibited in the student's daily life.

Student's Name: _____

Observer's Name: _____ Date: _____

Student Behaviour	Rarely	Sometimes	Frequently
1 Misunderstands what is said in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Needs to have oral instruction repeated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Forgets a question when called on in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Denies hearing the beginning or middle of long sentences or groups of sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Experiences difficulty with phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Experiences difficulty with reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Experiences difficulty with spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observational Survey for Teachers (continued)

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| 8 Experiences difficulty understanding more abstract language, idioms, or homonyms (similar sounding words) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Gives slow or delayed responses when called on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Speaks at an unusual pace (e.g., too slow, long pauses, repetition) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Student Behaviour	Rarely	Sometimes	Frequently
11 Demonstrates difficulties reconstructing a story in the appropriate order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 "Loses" his/her way in sentences, or fails to finish longer sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Speaks mostly in single sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Has difficulty rephrasing a thought when asked to repeat his/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Experiences difficulty understanding or using humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 "Acts out" in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Appears to daydream in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Appears confused in noisy situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Is reluctant to engage in conversation with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observational Survey for Teachers (continued)

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| 20 Has difficulty understanding the focus of a group activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 Other students often finish his/her sentences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 Other students direct their conversations to each other, but not to this student | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

Please contact us for further information – info@fastforword.com.au