

Building Blocks Questionnaire

Part 1

Student's name _____ Grade _____

Teacher's name _____ Date _____

Use this questionnaire to provide an overview of a student's school-related skills and behavior. The first 10 questions are general. If you answer "Frequently" or "Sometimes" to any of the first 10 questions, proceed to Part 2 of this questionnaire and complete the additional 10 items in that section. For example, if you answer "Frequently" to "Does the student appear inattentive or impulsive?", then proceed to the first section of Part 2 and answer the additional 10 items about attention and self-regulation.

	Rarely	Sometimes	Frequently
FOUNDATION			
<i>1. Attention and Self-Regulation:</i> Does the student appear inattentive or impulsive?			
<i>2. Emotions:</i> Does the student appear to be sad more times than not during the day?			
<i>3. Behavior:</i> Does the student have trouble following school rules?			
<i>4. Self Esteem:</i> Does the student appear to have a low opinion of self?			
SYMBOLIC			
<i>5. Phonological Processing:</i> Does the student have difficulty hearing or applying letter sounds when speaking, reading, or spelling?			
<i>6. Orthographic Processing:</i> Does the student have difficulty reading or spelling irregular words?			
<i>7. Motor Processing:</i> Does the student have difficulty forming letters or writing legibly?			
CONCEPTUAL			
<i>8. Thinking with Language:</i> Does the student have trouble using or understanding oral language?			
<i>9. Thinking with Images:</i> Does the student have trouble working with designs, recognizing patterns, or performing spatial tasks?			
<i>10. Thinking with Strategies:</i> Does the student have problems forming or following a plan?			

Part 2

Complete the 10 items in each section corresponding with the items for which you answered “Frequently” or “Sometimes” to in Part 1.

FOUNDATION

1. Attention and Self-Regulation

	Rarely	Sometimes	Frequently
Appears restless and “squirmy”			
Shows inconsistencies in behavior depending on the type of task			
Seems always up and on the go			
Seems to act before thinking			
Fails to finish tasks			
Has trouble making transitions			
Has trouble working independently			
Has trouble persisting on routine tasks for extended amounts of time			
Has trouble listening to and following directions			
Has difficulty finding and organizing tasks and materials			

2. Emotions

	Rarely	Sometimes	Frequently
Appears to be sad			
Changes mood quickly			
Worries excessively about school			
Complains about school tasks			
Cries frequently			
Seems anxious			
Becomes angry quickly			
Seems tired			
Seems bored or disinterested			
Puts forth little effort			

3. Behavior

	Rarely	Sometimes	Frequently
Has difficulty getting along with peers			
Is frequently in trouble at school			
Does not seem engaged in classroom instruction			
Does not respond to discipline as expected			
Disturbs or distracts others			
Makes inappropriate physical contacts with peers (e.g., shoving, pinching).			
Makes verbal insults to others			
Refuses to comply when asked			
Seems argumentative			
Hurts self or others			

4. Self-Esteem

	Rarely	Sometimes	Frequently
Seems disinterested in academic tasks			
Complains about not being smart			
Complains that academic tasks are too difficult			
Has limited interactions with classmates			
Complains about not being liked			
Makes negative comments about self			
Gives up easily on tasks and assignments			
Seems overly sensitive to criticism			
Criticizes others			
Seems to lack confidence in self			

SYMBOLIC

5. Phonological Processing

	Rarely	Sometimes	Frequently
Has trouble rhyming words			
Has difficulty pronouncing certain sounds			
Has trouble blending sounds together to pronounce words when reading			
Has trouble breaking sounds apart in words when spelling (segmenting)			
Has trouble distinguishing letters with similar sounds in speech and when spelling (e.g., /b/ and /p/, /f/ and /v/)			
Has difficulty repeating information just heard			
Has difficulty learning the days of the week and months of the year in sequence			
Has trouble connecting sounds to letters when spelling			
Has trouble pronouncing multisyllabic words when speaking or reading			
Has trouble pronouncing or spelling words with phonically regular patterns			

6. Orthographic Processing

	Rarely	Sometimes	Frequently
Forgets how letters look			
Confuses letters with similar appearance (e.g., n for h)			
Misreads little words in text (e.g., were for where)			
Reverses letters when spelling (e.g., b for d)			
Transposes letters when reading or writing (e.g., on for no)			
Has trouble remembering basic sight words			
Has trouble copying from a book or chalkboard to paper			
Spells the same word in different ways			
Spells words how they sound rather than how they look			
Reads at a slow rate			

7. Motor Processing

	Rarely	Sometimes	Frequently
Draws pictures that seem immature for age			
Has difficulty with tasks involving fine-motor coordination (e.g., tying shoes)			
Seems disinterested in drawing or learning to write			
Has trouble holding a crayon, pencil, or pen correctly			
Forms letters in odd ways (e.g., starts from the bottom rather than the top)			
Has poor spacing between letters and words			
Has papers that appear messy			
Has poor or sloppy handwriting			
Has trouble learning cursive writing			
Has a slow rate of writing			

CONCEPTUAL

8. Thinking with Language

	Rarely	Sometimes	Frequently
Was slow to develop and use oral language			
Has trouble understanding directions or answering questions			
Has trouble sustaining meaningful conversations			
Makes grammatical errors when speaking			
Has problems retrieving specific words			
Has difficulty understanding what is read			
Has difficulty expressing ideas when writing			
Has trouble summarizing or drawing conclusions			
Has a limited speaking vocabulary			
Has trouble organizing and expressing ideas			

9. Thinking with Images

	Rarely	Sometimes	Frequently
Has trouble putting puzzles together			
Has trouble constructing models or designs			
Has difficulty telling time			
Has trouble distinguishing left from right			
Has difficulty judging distances			
Has trouble making a mental picture of information			
Has trouble with tasks involving spatial reasoning			
Has trouble using maps			
Has trouble understanding diagrams or graphs			
Has trouble interpreting body language or social cues			

10. Thinking with Strategies

	Rarely	Sometimes	Frequently
Has trouble monitoring performance			
Has trouble identifying the steps of a task			
Has trouble developing a plan to complete a task			
Has trouble sustaining effort when problem solving			
Has trouble identifying and prioritizing the most relevant aspects of a task			
Has trouble revising or generating an alternative plan			
Has trouble evaluating performance			
Has trouble selecting and using techniques to memorize			
Has trouble selecting and using techniques to study			
Has trouble generalizing (e.g., taking what is learned in one situation and applying it to another)			

Adapted from: Mather, N., & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management*. Baltimore, MD: Paul H. Brookes.