

# TEACHER REPORT ON PUPIL BEHAVIOUR AND LEARNING

Thank you for taking the time to complete this questionnaire.  
**All of your answers are strictly confidential.**

Please indicate your answers with a cross  using BLACK ink. If you make a mistake shade out and cross the appropriate box e.g.

Name of twin  
 FORENAME  SURNAME  I/O

In what kind of establishment do you work with this child? Day school  Boarding school  Special education   
 How well do you know him/her? Not well  Moderately well  Very well   
 Has he/she ever been referred for a special education programme or special services? No  Yes

If YES, what kind and when? \_\_\_\_\_

Compared to typical pupils of the same age	Much less	Somewhat less	Slightly less	About average	Slightly more	Somewhat more	Much more
how hard is he/she working?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how appropriately is he/she behaving?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how much is he/she learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how happy is he/she?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Below is a list of items that may describe pupils. For each item, please mark the box for **Certainly true**, **Somewhat true** or **Not true**, based on your observation over the last **SIX MONTHS**.

	Certainly true	Somewhat true	Not true		Certainly true	Somewhat true	Not true
Notices small details others might miss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is afraid in social situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enjoys 'pretend' games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is afraid of animals or insects (like dogs, spiders, or snakes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tends to be shy or timid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is concerned how well he/she does at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shares readily with other children (such as treats, toys, pencils etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels bad or guilty when he/she does something wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tends to check that some things are done exactly 'right'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty completing one activity before changing to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can take hints and keep secrets; can be discreet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems keyed up, on edge, tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often makes comments critical of him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Easily distracted or concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braggs about accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not show feelings or emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complains or whines a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often says things that are embarrassing for others, without realising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often, unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has unusual eye gaze, facial expression, or gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often volunteers to help others (teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is extremely distressed by changes to routine or familiar arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
His/her emotions seem shallow and not genuine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has odd style of communication; old-fashioned, formal or pedantic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has low self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not enjoy him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tends to blame him/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Certainly true	Somewhat true	Not true		Certainly true	Somewhat true	Not true
Is afraid of small closed spaces, heights, water or the dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has a strong interest in an unusual topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fussy about keeping his/her hands clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks for reassurance that she/he is OK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is often extremely upset or distressed when parent leaves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient or usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insists on doing something over and over so that it interferes with day to day life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can turn on the charm to get what she/he wants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teases other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nervous or clingy in new situations, easily loses confidence (in new situations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks he/she is more important than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often complains of headaches, stomach aches and sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fussy or over particular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anxious that bad things will happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Has difficulty waiting for things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

OVERALL, do you think that this child has difficulties in one or more of the following areas:  
**emotions, concentration, behaviour or being able to get on with other people?**

No       Yes-minor difficulties       Yes-definite difficulties       Yes-severe difficulties

If you have answered 'Yes' please answer the following questions about these difficulties:

How long have these difficulties been present?

Less than a month       1-5 months       6-12 months       Over a year

Do the difficulties upset or distress the child?       Not at all       Only a little       Quite a lot       A great deal

Do the difficulties interfere with the child's everyday life in the following areas?

**Peer Relationships?**                       

**Classroom Learning?**                       

Do the difficulties put a burden on you or the class as a whole?                       

### EDUCATIONAL ACHIEVEMENT

We would be grateful if you could comment on her/his level of attainment in terms of the National Curriculum at this point. The descriptions of attainment at different levels are provided below for your reference. For further guidance please refer to the notes on pages 3 & 4.

Level 1 and W (meaning working towards level 1) represents achievement below the national expected standard for most 7-year-olds. Level 2 represents achievement at the nationally expected standard for most 7-year-olds. Levels 3 and 4+ represent achievement above the nationally expected standard for most 7 year olds. Level 4 represents the expected level of attainment for pupils at age 11.

### ENGLISH

Speaking and listening      W       1       2       3       4+

Reading      W       1       2       3       4+

Writing      W       1       2       3       4+

### MATHS

Using and applying mathematics      W       1       2       3       4+

Numbers      W       1       2       3       4+

Shapes, space and measures      W       1       2       3       4+

Signature \_\_\_\_\_ Date \_\_\_\_\_

Class Teacher/Forum Tutor/Head of Year?

Special Educational Needs Co-ordinator/Other (please specify:) \_\_\_\_\_

**Thank you again for your time.  
Please return questionnaire to TEDS using the reply-paid envelope enclosed.**

## **NATIONAL CURRICULUM LEVEL DESCRIPTIONS:** *FOR INFORMATION*

### **1. ENGLISH: Speaking and Listening**

**W** not yet functioning at Level 1

1. Pupils talk about matters of immediate interest, They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.
  2. Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used,
  3. Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of Standard English and when it is used.
- 4+ Speaking and listening are substantially more advanced than most pupils at Level 3.

### **2. ENGLISH: Reading**

**W** not yet functioning at Level 1

1. Pupils recognize familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.
  2. Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
  3. Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
- 4+ Reading is substantially more advanced than most pupils at Level 3.

### **3. ENGLISH: Writing**

**W** not yet functioning at Level 1

1. Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.
  2. Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
  3. Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest, The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.
- 4+ Writing is substantially more advanced than most pupils at Level 3.

### **4. MATHEMATICS: Using and applying mathematics**

**W** not yet functioning at Level 1

1. Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship.
  2. Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams, They explain why an answer is correct.
  3. Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it
- 4+ Use and application of mathematics is substantially more advanced than most pupils at Level 3,

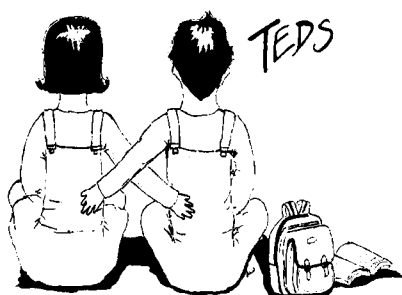
**5. MATHEMATICS: Numbers****W** not yet functioning at Level 1

- 1 Pupils count, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.
  - 2 Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problem involving money and measures. They recognise sequences of numbers, including odd and even numbers.
  - 3 Pupils show understanding of place value in numbers up to 1000 and use this to make approximations, They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.
- 4+ Understanding of number and arithmetic is substantially more advanced than most pupils at Level 3.

**6. Mathematics: Shape, space, and measures****W** not yet functioning at Level 1

- 1 When working with 2-D and 3-D shapes, pupils use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.
  - 2 Pupils use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns, They begin to use everyday non-standard and standard units to measure length and mass.
  - 3 Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts.
- 4+ Understanding of shape, space and measures is substantially more advanced than most pupils at Level 3.

**Thank you very much for taking the time to complete this questionnaire.  
Your help is very important to the study**



TWINS' EARLY DEVELOPMENT STUDY

**If you have any questions about the  
TWINS EARLY DEVELOPMENT STUDY  
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