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ADOLESCENT

RE: \_\_\_\_\_ DOB: \_\_\_\_\_

Dear Teacher:

I am currently working with this child named above to understand some concerns which have been raised by the family. We are asking the family to bring this note to you along with some forms we would like for you to complete. Each form has its own instructions.

When you have completed these forms please fax them to 910-256-6748. It is important that I have this information as soon as possible, preferably within five days.

Thank you very much for your time and consideration in this matter. I am very aware that teachers have more than their share of paperwork to complete, but the information you will provide is critical in making the evaluation and determining a treatment plan. I may also want to request the favor of a follow-up opinion from you concerning this child. If that is needed, we will ask the family to contact you again.

Sincerely,



Thomas E. Mates, Ph.D.  
Licensed Psychologist

## Attention and Behavior Rating Form, School Version: Adolescent

Student's name: \_\_\_\_\_ Sex: M F Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Completed by: \_\_\_\_\_

**Please select the answer that best describes this student's behavior over the past 6 months (or since the beginning of the school year).**

How often does this student display this behavior?	Never or Rarely	Sometimes	Often	Very Often
Fails to give close attention to details or makes careless mistakes in schoolwork or during other activities	0	1	2	3
Has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lectures, conversations or lengthy reading)	0	1	2	3
Does not seem to listen when spoken to directly	0	1	2	3
Does not follow through on instructions and fails to finish schoolwork	0	1	2	3
Has difficulty organizing tasks and activities	0	1	2	3
Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework; preparing reports)	0	1	2	3
Loses things necessary for tasks or activities (e.g., school materials, pencils, books)	0	1	2	3
Easily distracted by extraneous stimuli or unrelated thoughts	0	1	2	3
Forgetful in daily activities	0	1	2	3

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How much do the nine behaviors in the previous question cause problems for this student?	No Problem	Minor Problem	Moderate Problem	Severe Problem
Getting along with school professionals	0	1	2	3
Getting along with other students	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behavior in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

*(continued)*

From *ADHD Rating Scale-5 for Children and Adolescents: Checklists, Norms, and Clinical Interpretation* by George J. DuPaul, Thomas J. Power, Arthur D. Anastopoulos, and Robert Reid. Copyright © 2016 the authors. Permission to photocopy this form is granted to purchasers of this book for personal use or use with individual clients (see copyright page for details).

**Attention and Behavior Rating Form, School Version: Adolescent (page 2 of 2)**

<b>How often does this student display this behavior?</b>	<u>Never or Rarely</u>	<u>Sometimes</u>	<u>Often</u>	<u>Very Often</u>
Fidgets with or taps hands or feet or squirms in seat	0	1	2	3
Leaves seat in situations when remaining seated is expected	0	1	2	3
Runs about or climbs in situations where it is inappropriate or feels restless	0	1	2	3
Unable to play or engage in leisure activities quietly	0	1	2	3
“On the go,” acts as if “driven by a motor” (e.g., unable to be or uncomfortable being still for an extended time)	0	1	2	3
Talks excessively	0	1	2	3
Blurts out an answer before a question has been completed	0	1	2	3
Has difficulty waiting his or her turn (e.g., while waiting in line).	0	1	2	3
Interrupts or intrudes on others (e.g., butts into conversations, games, or activities; may intrude into or take over what others are doing)	0	1	2	3

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Getting along with school professionals	0	1	2	3
Getting along with other students	0	1	2	3
Completing or returning homework	0	1	2	3
Performing academically in school	0	1	2	3
Controlling behavior in school	0	1	2	3
Feeling good about himself/herself	0	1	2	3

## CHILDREN'S LEARNING PROFILE

Student \_\_\_\_\_

Date \_\_\_\_\_

Age \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

For each of the below items, please estimate the above student's performance over the PAST WEEK. For each item, please circle one choice only.

- |   |                   |                           |           |                 |                         |
|---|-------------------|---------------------------|-----------|-----------------|-------------------------|
| 1. Estimate the percentage of written math work completed (regardless of accuracy) relative to classmates.  | 0 - 49%           | 50 - 69%                  | 70-79%    | 80-89%          | 90-100%                 |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 2. Estimate the percentage of written language arts work completed (regardless of accuracy) relative to classmates.                                     | 0 - 49%           | 50 - 69%                  | 70-79%    | 80 - 89%        | 90-100%                 |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 3. Estimate the accuracy of completed written math work (i.e. percent correct of work done).  | 0 - 64%           | 65 - 69%                  | 70-79%    | 80-89%          | 90-100%                 |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 4. Estimate the accuracy of completed written language arts work (i.e., percent correct of work done).  | 0 - 64%           | 65 - 69%                  | 70-79%    | 80-89%          | 90-100%                 |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 5. How consistent has the quality of this child's academic work been over the past week?  | Consistently Poor | More Poor Than Successful | Variable  | More Successful | Consistently Successful |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 6. How frequently does the student accurately follow teacher instructions and/or class discussion during large-group (e.g. whole class) instruction?    | Never             | Rarely                    | Sometimes | Often           | Very Often              |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 7. How frequently does the student accurately follow teacher instructions and/or class discussion during small-group (e.g., reading group) instruction? | Never             | Rarely                    | Sometimes | Often           | Very Often              |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 8. How quickly does this child learn new material (i.e., pick up novel concepts)?   | Very Slow         | Slow                      | Average   | Quickly         | Very Quickly            |
|   | 1                 | 2                         | 3         | 4               | 5                       |
| 9. What is the quality or neatness of this child's handwriting  | Poor              | Fair                      | Average   | Above Average   | Excellent               |
|   | 1                 | 2                         | 3         | 4               | 5                       |

10. What is the quality of this child's reading skills?	Poor 1	Fair 2	Average 3	Above Average 4	Excellent 5
11. What is the quality of this child's speaking skills?	Poor 1	Fair 2	Average 3	Above Average 4	Excellent 5
12. How often does the child complete written work in a careless, hasty fashion?	Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5
13. How frequently does the child take more time to complete work than his/her classmates?	Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5
14. How often is the child able to pay attention without you prompting him/her?	Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5
15. How frequently does this Child require your assistance to accurately complete his/her academic work?	Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5
16. How often does the child begin written work prior to understanding the directions?	Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5
17. How frequently does this child have difficulty recalling material from a previous day's lessons?	Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5
18. How often does the child appear to be staring excessively or "spaced out"?	Never 1	Rarely 2	Sometime 3	Often 4	Very Often 5
19. How often does the child appear withdrawn or tend to lack an emotional response in a social situation?	Never 1	Rarely 2	Sometime 3	Often 4	Very Often 5

## School Report

Date \_\_\_\_\_

Child's Name: \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Name and address of school \_\_\_\_\_  
\_\_\_\_\_

Teacher's Name \_\_\_\_\_

Principal \_\_\_\_\_ Counselor \_\_\_\_\_

Length of time child has been in present school \_\_\_\_\_

Is child absent often? \_\_\_\_\_ Why? \_\_\_\_\_

Grades repeated: \_\_\_\_\_ Grades skipped: \_\_\_\_\_

Please list any individually IQ tests given child, dates administered, and scores: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on most recent *achievement tests*, child is reading at \_\_\_\_\_ grade level; spelling at \_\_\_\_\_ grade level; mathematics at \_\_\_\_\_ grade level.

Please describe the child's personality: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please complete the following by underlining the term which best describes the behavior of the child:

1. Reading ability *for grade* is (failing, below average, average, above average)
2. Arithmetic ability *for grade* is (failing, below average, average, above average)
3. Spelling ability *for grade* is (failing, below average, average, above average)
4. Handwriting ability *for grade* is (failing, below average, average, above average)
5. Overall academic, achievement *for grade* is (subnormal, borderline average, average, above average)
6. Native intelligence *your estimate* (subnormal, borderline average, average, above average)
7. Child seems not to comprehend spoke grade level words (rarely, sometimes, often)
8. Child has difficulty relating experiences (rarely, sometimes, often)
9. Child uses irregular grammar (rarely, sometime, often)
10. Child uses incomplete sentences (rarely, sometimes, often)
11. Child has difficulty judging relative values such as tall, heavy, far, near (rarely, sometimes, often)
12. Child has difficulty with spatial directions such as right/left, up/down, north/south, etc (rarely, sometimes, often)

13. Child is distracted by movement, noise, etc. (rarely, sometimes, often)
14. Child has difficulty following spoken directions (rarely, sometimes, often)
15. Child seems confused by large group activity (rarely, sometimes, often)
16. Child daydreams, "fiddles", is slow to respond (rarely, sometimes, often)
17. Child requires extra explanations from teacher (rarely, sometimes, often)
18. Child assumes responsibility for own work and belongings (rarely, sometimes, often)
19. Child is restless or wiggly (rarely, sometimes, often)
20. Child gets out of seat without permission (rarely, sometimes, often)
21. Child talks excessively (rarely, sometimes, often)
22. Child disrupts and disturbs other children (rarely, sometime, often)
23. Child fails to complete work on time (rarely, sometimes, often)
24. Child compares with other children is gross coordination: walking, running, climbing, hopping  
(poorly, well, above average)
25. Child compares with other children in fine coordination: drawing, cutting, tying catching, using materials  
(poorly, well, above average)
26. Ability to cope with new or exciting situations: parties, field trips, visitors, etc.  
(below average, average, above average)
27. Child is socially accepted by other children (rarely, sometimes, often)
28. Child is aggressive – pushes, argues, starts fights (rarely, sometimes, often)
29. Gets along with classmates (poorly, well, above average)

Please list any special abilities, talents, assets which the child has: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Additional comments (contacts with parents, other problem areas, special concerns, other impressions, etc.):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of person completing form \_\_\_\_\_

Title \_\_\_\_\_