

Institute for Child Health Research
PO Box 855, West Perth 6872

WA ABORIGINAL CHILD HEALTH SURVEY

CONFIDENTIAL

Assignment No. |__|__|__|__|
File No. |__|__|__|__|
CD |__|__|__|__|
Dwelling |__|__|__|
Household |__|
Family |__|
Person no.- child |__|__|
Age |__|__|
Sex – male
female
School Code |__|__|__|__|

PART C: Primary School Classroom Teacher's Questionnaire

Name of Student: _____

Current Year Level: _____ Date of Birth: ____/____/____
dd mm yy

The above student and his/her family have consented to participate in the Western Australian Aboriginal Child Health Survey. As part of the survey process we are seeking information about the student from the School Principal as well as you. We are asking you to assist us by providing information on this student in three areas. To do this we have provided you with the following:

Behaviour Checklist

This is completed by you and takes about 5 minutes. The student should not be present when you complete this questionnaire.

Matrices (Non-verbal Reasoning)

This requires the student to fill answers in a STUDENT ANSWER BOOK (provided). Please avoid singling out the student by selecting the time and place for this carefully. If you have a library available or an art room, these might be appropriate places to conduct this brief assessment. Full instructions appear on pages 4-5 of the PART C Booklet. This should take no more than 7-10 minutes.

Word Definitions

This requires you to meet with the student to administer a short list of English words and write down the student's responses. It will probably be convenient to do this at the time you do the Matrices (see above). Full instructions appear on page 6 of the PART C Booklet. This may take up to 15 minutes.

Teacher Details

Name of person completing this form: _____

Position: _____

Help available

If you or your staff have any questions or need some help with these materials please contact the Child Health Survey Team at no charge on 1800-000-153 for assistance during normal office hours.

1. BEHAVIOUR CHECKLIST: For each item please mark the box for No, Sometimes, or Yes. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months, or this school year.

	No	Sometimes	Yes
1 Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Restless. Overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. 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 (Go to Q8)
- Yes – minor difficulties
- Yes – definite difficulties
- Yes – severe difficulties

3. How long have these difficulties been present?

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

4. Do the difficulties upset or distress the child? (tick one)

- Not at all
- Only a little
- Quite a lot
- A great deal

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

Peer relations (tick one)

- Not at all
- Only a little
- Quite a lot
- A great deal

Classroom learning (tick one)

- Not at all
- Only a little
- Quite a lot
- A great deal

6. Do the difficulties put a burden on you or the class as a whole? (tick one)

- Not at all
- Only a little
- Quite a lot
- A great deal

7. Do you think these difficulties are serious enough to require professional help? (tick one)

- No
- Yes – within the school only
- Yes – outside the school
- Don't know

8. Please go to page 4

MATRICES - INSTRUCTIONS TO THE TEACHER

DATE OF ADMINISTRATION - ENTER TODAY'S DATE: ____/____/____(dd/mm/yy)

This is a short test of reasoning.

It is important that you note the following:

1. There is a MATRICES "Student Answer Book" for the student to use.
2. The student will need a pencil and may use an eraser if needed.
3. The correct answers are provided below for you to assist in marking the test. Do not allow the student to observe the answer key.

GIVE THE FOLLOWING INSTRUCTIONS TO THE STUDENT

Give the student the MATRICES "Student Answer Book".

START WITH EXAMPLES A, B and say: **Look at these patterns. You can see there's a part missing. You draw it in.**

If the student is unsure or responds incorrectly you may give assistance and instruction. In any event, proceed with items 1-6.

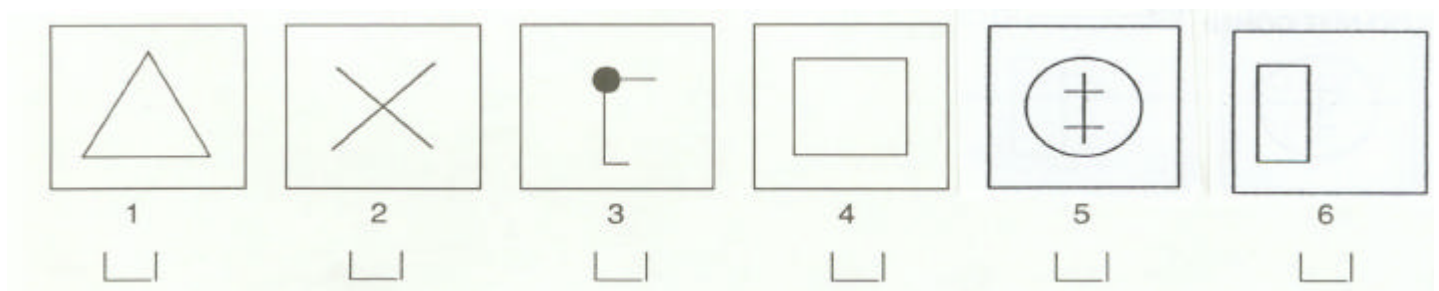
Now present ITEMS 1 THROUGH 6. Say: **Now start here. Draw in your answer clearly, just like you have been doing.**

GIVE NO FURTHER ASSISTANCE.

If the student appears stuck on an item, say: **Leave that one if you like--some of these are difficult aren't they?**

THE TEST IS DISCONTINUED IF THE STUDENT FAILS FIVE CONSECUTIVE ITEMS (DO NOT COUNT THE EXAMPLES!)

ANSWER KEY: TICK FOR CORRECT RESPONSE, CROSS FOR INCORRECT



HAS THE STUDENT FAILED FIVE CONSECUTIVE ITEMS?

YES → STOP AND GO ON TO PAGE 6.

NO → CONTINUE TO NEXT PAGE.

ITEMS 7 THROUGH 11 ARE PRECEDED BY EXAMPLES (D, E & F).

CONTINUE WITH EXAMPLE ITEMS (D, E, and F) and say:

That's good. Now look at these patterns. You can see there's a part missing (indicate D). You draw it in.

If D is completed correctly, say: ***Good. Some patterns like this one can be done two ways. You can look at the rows going across (indicate) or you can look at this side coming down (left) then the middle and then this side (right) it works just the same both ways.***

If the student is unsure or responds incorrectly you may give assistance or instruction.

NOW PRESENT ITEMS 7 THROUGH 11 and say:

Here are some more. Draw in your answer clearly just as you have been doing.

GIVE NO FURTHER ASSISTANCE.

ANSWER KEY: TICK FOR CORRECT RESPONSE, CROSS FOR INCORRECT

7

8

9

10

11

COUNTING FROM ITEM 1 HAS THE STUDENT FAILED FIVE CONSECUTIVE ITEMS?

YES —————> STOP AND GO ON TO PAGE 6.

NO —————> CONTINUE TO PAGE 6.

WORD DEFINITIONS

INSTRUCTIONS TO THE TEACHER

In other sections of the survey we have asked about this student's use, preference for, and knowledge of Aboriginal and other languages. In this section we would like an assessment of this student's familiarity with English word definitions. The words are in order of difficulty. Not all words are expected to be familiar to all students.

It is important that you note the following:

1. Write down what the student says in the space provided. This will help us score the test.
2. Definitions similar to those under "Dictionary Definitions" and "Acceptable Response" are acceptable.
3. Using the target word correctly in a sentence is NOT an acceptable response. If a student does this, use non-directive questioning such as "Tell me more."
4. DISCONTINUE the series after FOUR SUCCESSIVE items have been failed.
5. Answers are provided to help you know when to stop.

GIVE THE FOLLOWING INSTRUCTIONS TO THE STUDENT:

Let us see how many words you know. I shall say a word and I want you to tell me what it means.

Start with the word SPORT and say: What does SPORT mean?

Where the response is ambiguous or on the right lines but not fully correct use non-directive questioning such as "Yes" or "Tell me a bit more" or "Can you think of anything else?"

Follow all responses, whether correct or incorrect, with mild encouragement, such as Yes or Good.

TODAY'S DATE IS: ___ / ___ / ___ (dd/mm/yy)

Record answers in this space

1. SPORT

Dictionary Definition

Amusement. Diversion. Game. Outdoor pastime.

Acceptable Response

Outdoor games like football & cricket. Things you play like tennis and running.

Unacceptable Response

Sports on television. Games (with no examples). Snakes and ladders, etc.

2. TRAVEL

Dictionary Definition

Make a journey esp. one of some length to distant countries.

Acceptable Response

Going a long way. Going on a journey abroad. Journey going from one place to another. Driving somewhere.

Unacceptable Response

Travelling on a bus. Going out. Going on a bus, plane, etc.

3. ARMY

Dictionary Definition

Organised body of men armed for war.

Acceptable Response

NB: Student must show awareness of use of army for fighting.

A group of men used for fighting. Soldiers. They wear uniforms and have guns.

Unacceptable Response

In the war. A lot of men. Men who are trained and disciplined. An organisation where they wear a uniform. Salvation Army.

4. BEARD

Dictionary Definition

Hair on lower face (excluding usually the moustache).

Acceptable Response

Hair on your face. Whiskers that grow round your chin. Long and brown stuff on your chin.

Unacceptable Response

Hair. Whiskers. Grows on your face.

5. INVITE

Dictionary Definition

Request courteously to come.

Acceptable Response

Ask someone round to your house. When somebody asks you to a party. Ask someone to do something.

Unacceptable Response

Invite to a party. Letter.

6. HARVEST

Dictionary Definition

Season for reaping and gathering in of grain.

Acceptable Response

Cutting the corn, etc. Bringing in the hay. Gathering the crops.

Unacceptable Response

Sowing seed. Have it in church. Growing crops.

7. COLLECT

Dictionary Definition

Assemble. Accumulate. Bring or come together. Short prayer.

Acceptable Response

Bring together. Fetch from school. Keep lots of similar things.

Unacceptable Response

Pick things up. Collect from school.

8. MASSIVE

Dictionary Definition

Large and heavy. Solid.

Acceptable Response

Very big. Enormous. Huge. Gigantic.

Unacceptable Response

Big. Strong.

9. CURIOSITY

Dictionary Definition

Desire to know. Inquisitiveness.

Acceptable Response

When you want to know about something to find out more about things. Something interesting.

Unacceptable Response

Ask. Funny.

10. TRANSPARENT

**Dictionary
Definition**

Transmitting of light without diffusion.

**Acceptable
Response**

You see through it. It's clear like glass. Something that's obvious.

**Unacceptable
Response**

A window. Shuts out the light. Light gets through it.

11. LEATHER

**Dictionary
Definition**

Skin prepared for use by tanning or similar process.

**Acceptable
Response**

Animal hide or skin. Comes from animals. Pigskin. Cowhide.

**Unacceptable
Response**

Handbags. Shoes. Materials. Like furs.

12. ERROR

**Dictionary
Definition**

Wrong opinion. Mistake.

**Acceptable
Response**

When you get it wrong.

**Unacceptable
Response**

When you make an error.

13. TENTACLE

**Dictionary
Definition**

Long, slender, flexible appendage of animal.

**Acceptable
Response**

Feeler. Sort of an octopus arm. Like a long arm or leg with no hand or foot.

**Unacceptable
Response**

Leg. Arm. Sticks to things.

14. DRAB

**Dictionary
Definition**

Dull, monotonous. Of dull, light-brown colour. Slut, prostitute.

**Acceptable
Response**

Dingy, Dreary. Dismal. Old and shabby. Naughty Lady.

**Unacceptable
Response**

Plain. Unexciting. Light brown.

15. NOMADIC

**Dictionary
Definition**

Roaming from place to place for pasture.

**Acceptable
Response**

Always on the move.
People with no regular place to live.
Travelling.
Wandering. Roaming.

**Unacceptable
Response**

Like a Nomad.
Nomadic tribes.
Like a bedouin.
Hermit.

16 UNIVERSAL

**Dictionary
Definition**

Or of belonging to all persons or all things in the world.

**Acceptable
Response**

Worldwide. Something to do with all the world.
Concerning everything, everybody.

**Unacceptable
Response**

General. In this universe. Widespread.
When there are a lot of them.

17 LETHAL

**Dictionary
Definition**

Causing or sufficient to cause death.

**Acceptable
Response**

Deadly. Causes you to die.
Very poisonous so that you will die.

**Unacceptable
Response**

Poisonous. Something that makes you very ill.
Dangerous.

18 EXERT

(NB ensure student has not understood as 'excerpt'.)

**Dictionary
Definition**

Exercise. Bring to bear force or influence.

**Acceptable
Response**

Try hard. Apply pressure. Use a lot of energy.
Force.

**Unacceptable
Response**

Do well. Go for a run. Exert yourself.

19 VELOCITY

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**Dictionary
Definition**

Rate of motion.
Speed.

**Acceptable
Response**

Quickness. Going
fast.

**Unacceptable
Response**

Measurement, like
the wind.

20. DIVULGE

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**Dictionary
Definition**

Let out or
reveal.

**Acceptable
Response**

Tell about. Betray. Tell a
secret. Give away facts or
information.

**Unacceptable
Response**

Divulge a secret.
Give away.