



KARIN GERBER
educational psychologist

Om voltooi te word deur een of meer onderwysers / To be completed by one or more teachers

Beantwoord asseblief die vrae so volledig en eerlik as moontlik, sodat dit genoegsame konteks verskaf waarbinne die leerder se funksionering geïnterpreteer kan word

Please complete the questions as comprehensively and honestly as possible, so that sufficient context is given wherein the child's functioning can be interpreted

Biografiese Details van kind / Biographical Details of child

Naam / Name: _____

Ouderdom / Age: _____

Skool / School: _____

Graad / Grade: _____

Onderwyser(es)/ Teacher: _____

Datum / Date: _____

1. NICHQ Vanderbilt Asseseringskale / NICHQ Vanderbilt Assessment Scales

Aanwysings: Elke telling hieronder moet oorweeg word in die konteks van wat ouderdomstoepaslik is vir die kind wat jy evalueer, en moet die kind se gedrag reflekteer van die begin van die skooljaar. Dui asseblief aan hoeveel weke of maande jy in staat was om die kind se gedrag te evalueer: _____.

Directions: Each rating should be considered in the context of what is appropriate for the age of the child you are rating and should reflect that child's behavior since the beginning of the school year. Please indicate the number of weeks or months you have been able to evaluate the behaviors: _____.

Is hierdie evaluering gebaseer op 'n tyd wanneer die kind op medikasie was nie op medikasie was

Is this evaluation based on a time when the child was on medication was not on medication

Waarneming Observation	0 Geensins/ Not at all	1 In 'n mate/ To a certain extent	2 Redelik baie / Reasonably Often	3 Baie / Often
Gee nie aandag aan detail of maak agtelosige foute in skoolwerk Fails to give attention to details or makes careless mistakes in schoolwork				
Sukkel om aandag te behou op wat gedoen moet word Has difficulty sustaining attention to tasks or activities				
Kom voor asof nie luister wanneer daar gepraat word nie Does not seem to listen when spoken to directly				
Voer nie instruksies deur nie en sukkel om take te voltooi Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)				
Sukkel om take en aktiwiteite te organiseer Has difficulty organising tasks and activities				
Vermy, hou nie van, of wil nie take aanpak wat volgehoue aandag verg nie Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort				
Verloor/vergeet dinge wat vir take of aktiwiteite benodig word (skooltake, potlode, boeke ens) Loses/forgets things necessary for tasks or activities (school assignments, pencils, or books etc)				
Aandag word maklik afgelei deur geluide of ander stimuli Is easily distracted by extraneous stimuli (noises, movement etc.)				



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Vergeetagtig in daaglikse aktiwiteite Forgetful in daily activities				
Woelig/rusteloos en vroetel met hande of voete, of woelig in stoel Fidgets with hands or feet or squirms in seat				
Staan op in die klaskamer of ander situasies wanneer daar verwag word om te sit Leaves seat in classroom or in other situations in which remaining seated is expected				
Hardloop rond of klim en klouter wanneer verwag word om te sit Runs about or climbs excessively in situations in which remaining seated is expected				
Sukkel om stil te speel Has difficulty playing or engaging in leisure activities quietly				
Is aan die gang, asof deur 'n motor aangedryf Is "on the go" or often acts as if "driven by a motor"				
Praat baie Talks excessively				
Roep antwoorde uit voor vrae voltooi is Blurts out answers before questions have been completed				
Sukkel om beurt af te wag Difficulty waiting turn				
Onderbreuk ander se gesprekke en/of aktiwiteite Interrupts or intrudes on others' conversations and/or activities				
Verloor humeur Loses temper				
Versuim om volwassenes se versoeke of reëls na te kom Actively defies or refuses to comply with adult's requests or rules				
Kwaad en/of afgunstig Is angry or resentful				
Moedswillig en/of wraaksugtig Is spiteful and vindictive				
Boelie, dreig of intimideer ander Bullies, threatens, or intimidates others				
Begin fisiese gevegte met ander Initiates physical fights				
Vertel leuens om gunsies uit ander te kry of om verpligtinge te vermy of om uit die moeilikheid te kom (m.a.w. manipuleer ander) Lies to obtain goods for favours or to avoid obligations or to get out of trouble (eg, "cons" others)				
Is fisies wreed met mense Is physically cruel to people				
Het al items van min waarde gesteel Has stolen items of nontrivial value				
Beskadig aspris ander se besittings Deliberately destroys others' property				
Bang, angstig of bekommerd Fearful, anxious or worried				
Selfbewus en word maklik skaam Self-conscious and easily embarrassed				
Bang om nuwe dinge te probeer agv vrees om 'n fout te maak				



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Afraid of trying new things out of fear for making a mistake				
Voel minderwaardig of waardeloos Feels worthless or inferior				
Blameer self vir probleme, voel skuldig Blames self for problems, feels guilty				
Voel alleen, ongeliefd; kla dat niemand vir hul life is nie Feels lonely, unwanted, or unloved; complains that "no one loves him or her"				
Is hartseer, ongelukkig of depressief Is sad, unhappy or depressed				
Prikkelbaar, word gou deur ander geirriteer Irritable, easily annoyed by others				
Steur ander leerlinge Disturbs other pupils				
Eis onmiddelijke aandag, maklik gefrustreerd Demand immediate attention, easily frustrated				
Sonder self af van ander kinders Isolates self from other children				
Huil maklik en dikwels Cry readily and often				
Gemoedsteurings verander vinnig en dikwels Rapid and frequent mood changes				
Woedeuitbarstings, eksplosiewe en onvoorspelbare gedrag 63				
Argumenteer met volwassenes Argues with adults				
Irriteer ander aspris Deliberately annoys people				
Blameer ander vir foute/gedrag Blames other for mistakes/misbehaviour				

2. Prestasie by die skool / Performance at school

(Merk die toepaslike kolom vir elke item / Mark the applicable column for each item)

Prestasie Performance	Uitstekend Excellent	Bo- gemiddeld Above average	Gemiddeld Average	Effens van 'n problem Somewhat of a problem	Problematies Problematic
Algehele skolastiese prestasie Overall school performance					
Lees en begrip Reading and comprehension					
Skriftelike uitdrukking Written expression					
Wiskunde Mathematics					
Verhouding met portuurgroep Relationship with peers					
Volg instruksies Following instructions					
Ontwrig klas Disrupting class					
Voltooiing van take en/of huiswerk Completion of assignments and/or homework					



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Tydsbestuur in klas Time management in class					
Bepanning en organisasie vaardighede Planning and organisational skills					

3. **Onderwyser(es) / Teacher (Qualitative)**

Verskaf asseblief 'n algemene opsomming van die leerder se gedrag en algemene funksionering in die klas/
Please provide a general summary of the learner's behaviour and functioning in class

4. **Skolastiese agtergrond / Scholastic Background**

Presenteer die leerder met enige ontwikkelings/leer en/of emosionele hindernisse waarvan u bewus is?
Does the above learner present with any developmental/ learning and/or emotional difficulties that you are aware of?

5. **Spesifieke bekommernisse / Specific area(s) of concern**

(Merk elke relevante item met 'n kruisie / Mark each relevant item by means of a cross)

- | | |
|--|--|
| <input type="checkbox"/> Lees/Reading | <input type="checkbox"/> Wiskunde/Mathematics |
| <input type="checkbox"/> Spel/Spelling | <input type="checkbox"/> Perseptuele ontwikkeling/Perceptual development |
| <input type="checkbox"/> Spraak/Speech | <input type="checkbox"/> Gedrag/Behaviour |
| <input type="checkbox"/> Skrif/Writing | <input type="checkbox"/> Ander/Other: _____ |

Wat, in u opinie, is die rede vir die problem?
What, in your opinion, is the reason for the problem?

6. **Vorige intervensie/remediëring / Previous intervention/remediation**

Watter stappe is geneem om die problem aan te spreek, en tot watter mate is sukses behaal?
What steps have been taken to alleviate the problem(s) and to what degree has success been achieved?

- Individuele didaktiese hulp by klas/vakonderwyser of didaktiese span
Individual didactic help by class/subject teacher or didactic team.

Period: _____
Results: _____



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- Remediëring (skoolgebaseerde leerondersteuning)
Remedial teaching (school-based learning support)

Period: _____
Results: _____

- Privaat remediëring
Private remedial teaching

Period: _____
Results: _____

- Ander hulp (bv. spraakterapie, arbeidsterapie, sielkundige, medikasie ens.)
Other help (i.e. speech therapy, occupational therapy, psychologist, medication etc.)

Period: _____
Results: _____

7. Gedrag en ingesteldheid / Behaviour and disposition

(Merk elke relevante item met 'n kruisie / Mark each relevant item by means of a cross)

7.1. Tipiese gedrag in die klaskamer / Typical behaviour in the classroom:

- | | |
|---|---|
| <input type="checkbox"/> Bevredigend/Satisfactory | <input type="checkbox"/> Verander van dag tot dag/Changes daily |
| <input type="checkbox"/> Afleibaar/Distractible | <input type="checkbox"/> Teruggetrokke, skaam/Reserved, shy |
| <input type="checkbox"/> Praterig/Talkative | <input type="checkbox"/> Dagdromer/Dreamy |
| <input type="checkbox"/> Afhanklik/Dependent | <input type="checkbox"/> Gespanne/Stressed |
| <input type="checkbox"/> Rusteloos/Restless | <input type="checkbox"/> Buierig/Moody |

7.2. Tipiese gedrag teenoor vriende / Typical behaviour towards friends:

- | | |
|---|---|
| <input type="checkbox"/> Neem leierskapsrol/Takes leadership role | <input type="checkbox"/> Aggressief/Aggressive |
| <input type="checkbox"/> Verwerp deur vriende/Rejected by friends | <input type="checkbox"/> Sonder self af/Withdraws |
| <input type="checkbox"/> A volger/A follower | <input type="checkbox"/> Sukkel met sosiale vaardighede/Lacks social skills |
| <input type="checkbox"/> Ander/Other _____ | |

7.3. Algemene ingesteldheid teenoor skoolwerk / General attitude to school work:

- | | |
|--|--|
| <input type="checkbox"/> Bevredigend/Satisfactory | <input type="checkbox"/> Wisselvallig/Inconsistent |
| <input type="checkbox"/> Kan nie meer omgee nie/Couldn't care less | <input type="checkbox"/> Stel uit/Procrastinates |
| <input type="checkbox"/> Ander/Other _____ | |

7.4. Skoolbywoning / School attendance:

- Goed/Good
- Bevredigend/Satisfactory
- Swak/Weak
- Ander/Other _____

7.5. Voorbereiding van huiswerk / Preparation of homework:

- Bevredigend/Satisfactory
- Onbevredigend/Unsatisfactory
- Wisselvallig/Inconsistent
- Ander/Other _____

7.6. Netheid van skoolwerk / Neatness of school work:

- Bevredigend/Satisfactory
- Onbevredigend/Unsatisfactory
- Wisselvallig/Inconsistent
- Ander/Other _____



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7.7. Algemene opmerkings oor Leerder se houding / General remarks on Pupil's attitude:

8. Ouers se ingesteldheid en omstandighede / Parent's attitude and circumstances:

(Merk elke relevante item met 'n kruisie / Mark each relevant item by means of a cross)

8.1. Ouers se ingesteldheid t.o.v. kind se problem / Parents' attitude w.r.t. child's problem:

- | | |
|---|---|
| <input type="checkbox"/> Het begrip/Understanding | <input type="checkbox"/> Behulpsaam/Helpful |
| <input type="checkbox"/> Sonder insig/Lack insight | <input type="checkbox"/> Verwag ander moet help/Expect others to help |
| <input type="checkbox"/> Ontkenning/Denial | <input type="checkbox"/> Soek leiding/Seek guidance |
| <input type="checkbox"/> Oorbekermend/Over protective | <input type="checkbox"/> Ander/Other _____ |

8.2. Ouers se ingesteldheid t.o.v. kind se huiswerk / Parents' attitude w.r.t. child's homework:

- Goeie supervisie & hulp/Good supervision & help
- Min supervisie en/of belangstelling/Little supervision and/or interest
- Hoë verwagtinge/High expectations
- Wisselvallig/Inconsistent
- Benodig leiding/Need guidance
- Ander/Other _____

8.3. Ouers se ingesteldheid t.o.v. kind se skoolaktiwiteite / Parents' attitude w.r.t. school activities:

(bv. Ouer-onderwyser vergaderings ens. / e.g. Parent-Teacher meetings etc.)

- Belangstellend en betrokke/Interested and involved
- Wisselvallige belangstelling/Inconsistent interest
- Geen belangstelling/No interest
- Ander/Other _____

8.4. Enige verdere inligting rakende huislik omstandighede wat u voel belangrik is (bv. Fisiese versorging, stabiliteit van familie ens.) / Any further information regarding home circumstances which you feel is important: (e.g. physical care, stability of family etc.)

9. Kontakbesonderhede / Contact details:

Skool telefoonnommer / School telephone number: _____

Geskikste tyd om te skakel / Most convenient time to phone: _____

Persoonlike selnommer / Personal cell number (to be used with discretion!): _____

Persoonlike of skool epos / Personal or school e-mail: _____



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Baie dankie dat u die tyd geneem het om die vraelys te voltooi – dit word baie waardeer.
Moet asseblief nie huiwer om my te kontak indien daar enige navrae is nie.

Thank you very much for the time you have taken to complete this questionnaire – it is much appreciated. Please do not hesitate to contact me should you have any enquiries.