

Speech therapy

The student has previously undergone speech therapy

The student is currently undergoing speech therapy

Specialist:

Weekly frequency and duration:

Aims:

In doing homework, the student...

... is self-reliant and independent

... is helped by a tutor

... is helped by a parent

... is helped by a classmate

Other:

Level of self-reliance: excellent average scant deficient

2. Personal organizational skills:

The student engages in the following hobbies:

Scouting

Basketball

Football

Dancing

Weight-resistance training

Swimming

Playing a musical instrument

Attending language lessons

Other:

The student attends school...

Regularly

With enthusiasm

Irregularly

With unease

Student motivation is

high

average

lacking

absent

The student...

... can take care of his/her school materials

... can organize his/her tasks and activities

... cannot take care of his/her school materials and / or organize his/her tasks and activities

The student...

... always respects schedules and completes assignments

... usually respects schedules and completes assignments

... seldom respects schedules and completes assignments

... never respects schedules and completes assignments

The student...

... is fully aware of his/her ability to be successful in learning and to handle his / her learning experience

... is partially aware of his/her ability to be successful in learning and to handle his / her learning experience

... is little aware of his/her ability to be successful in learning and to handle his / her learning experience

... is totally unaware of his/her ability to be successful in learning and to handle his / her learning experience

The student...

... is fully aware of his/her skills and potential in different school subjects

... is partially aware of his/her skills and potential in different school subjects

... is little aware of his/her skills and potential in different school subjects

... is totally unaware of his/her skills and potential in different school subjects

3. Previous school experience:

Regular progress in different school levels:

Repeat in grade(s):

In the current class since:

Coming from the same / a different school

Repeat(s):

Supplementary late summer exams (non hanno la sospensione di giudizio, mi è venuto in mente solo questo...):

Disciplinary procedures:

Other:

4. Strategies used in doing homework / studying at home:

The student ...

underlines / identifies key words, creates charts / mind maps autonomously

types texts using spelling checkers / speech-to-text apps

uses memorizing techniques (images, colours, highlighting,...)

searches about topics on the Internet, watches video clips / films

uses photocopies / audio clips...

5. Strengths and Personal Resources:

Favourite school subject(s): _____

Subjects the student excels in: _____

Hobbies and activities the student excels in: _____

Desires / needs: _____

Other: _____

6. Weaknesses:

School subjects the student has difficulties in: _____

Problems in establishing / maintaining relationships with teachers: _____

Personality issues: _____

Other: _____

7. Dispensative Measures and Compensative Instruments

In order to implement an operational synergy between school and family, which dispensatory measures and compensatory tools presented in the following list do you think can be useful to your child to support the learning process?

8. EVALUATION (also for final examinations of the cycles)

Which of the following evaluation indicators do you consider appropriate to indicate?

- Schedule and agree on the checks with the pupil
- Provide oral tests to compensate for written ones (especially for the foreign language)
- Evaluations more attentive to the knowledge and skills of analysis, synthesis and connection rather than formal correctness
- Have teaching tools and mediators used in both written and oral tests (conceptual and mental maps, cognitive maps)
- Introduce computerized tests
- Schedule longer times for the execution of the tests
- Other

USEFUL INFORMATION

DISPENSATIVE MEASURES

Tick the boxes of interest

1.	Exemption from writing under dictation of texts and / or notes	<input type="checkbox"/>
2.	Exemption from copying texts or mathematical expressions from the blackboard	<input type="checkbox"/>
3.	Exemption from the mnemonic study of multiplication tables, verbal forms, poems (as there is considerable difficulty in remembering names, technical terms and definitions)	<input type="checkbox"/>
4.	Exemption from reading aloud in class	<input type="checkbox"/>
5.	Exemption from reading complex written instructions	<input type="checkbox"/>
6.	Exemption from consulting paper dictionaries	<input type="checkbox"/>
7.	Exemption from standard times (assigning longer times for carrying out the work and / or reducing deliveries without changing the objectives)	<input type="checkbox"/>
8.	Relief from an excessive load of tasks with reduction of the pages to be studied, without changing the objectives and quality	<input type="checkbox"/>
9.	Exemption from the overlapping of tasks and questions of the various subjects	<input type="checkbox"/>
10.	Exemption (if required by the diagnosis, by the family and approved by the Class Council) from the study of a foreign language in writing	<input type="checkbox"/>
11.	The written foreign language will be evaluated in a lower percentage than the oral one, without considering spelling and spelling errors (favor the oral form)	<input type="checkbox"/>
12.	Agreement on the methods and timing of the written tests with the possibility of using different media (pc, spell checker, speech synthesis)	<input type="checkbox"/>
13.	Agreement on the times and methods of interrogations on limited and agreed parts of the program, agreeing on the dates (scheduled interrogations)	<input type="checkbox"/>
14.	In the tests, reduction and adaptation of the number of exercises without changing the objectives without considering spelling errors	<input type="checkbox"/>
15.	Exemption from the study of classificatory grammar	<input type="checkbox"/>
16.	In written tests, use of multiple choice questions and (with the possibility of completion and / or enrichment with an oral discussion) minimization of open-ended questions	<input type="checkbox"/>
17.	Reading of the deliveries of the exercises and / or supply, during the tests, of tests on a digitalized support readable by the vocal synthesis	<input type="checkbox"/>
18.	Partial replacement or completion of written tests with oral tests allowing the use of diagrams and / or maps during the interrogation	<input type="checkbox"/>
19.	Enhancement of successes over failures in order to raise self-esteem and study motivations	<input type="checkbox"/>
20.	Control, by the teachers or the tutor companion, of the management of the diary (correct transcription of tasks / notices)	<input type="checkbox"/>
21.	Evaluation of the proceedings and not of the calculations	<input type="checkbox"/>

COMPENSATORY INSTRUMENTS

Tick the boxes of interest

1.	Use of the computer with video-writing programs with spelling checker	<input type="checkbox"/>
2.	Using the computer with speech synthesis	<input type="checkbox"/>
3.	Use of digital books	<input type="checkbox"/>
4.	Use of audio resources; digital audio files, audio books...	<input type="checkbox"/>
5.	Using the recorder	<input type="checkbox"/>

