

School Participation

Dear teachers,



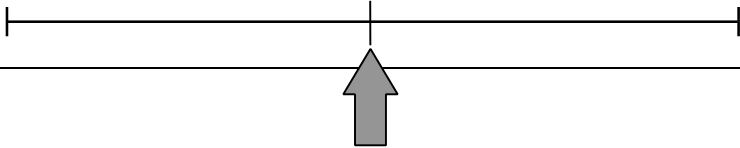
This questionnaire is designed to assess the pupil's **current school situation**.

In the following, various activities or situations are presented that the pupil is familiar with from everyday school life. Please assess how effectively he/she copes with each situation considering his/her age and the curriculum. The pupil will probably be skilled at some of these tasks and may not be so capable of others. It doesn't matter if he/she can't do everything so well - other pupils also struggle sometimes.



Notes for filling in the questionnaire:

1. Please read each statement carefully.
2. Next to each item, you will find a horizontal line. Please mark on this line with a vertical line to indicate how proficient the pupil is in performing that activity at school (see example). It is important to consider the pupil's overall ability to perform the activity, rather than their personal preference whether he/she likes to do it.
3. To obtain a comprehensive assessment, we kindly request that you address each item.
4. If you are uncertain about any of the situations, please make an estimation based on how you believe the pupil would act in this situation. Consult with colleagues for their input, if possible.
5. Only select "cannot judge" if you genuinely do not have sufficient information.
6. If you have any further questions, please reach out to abiliti@aau.at

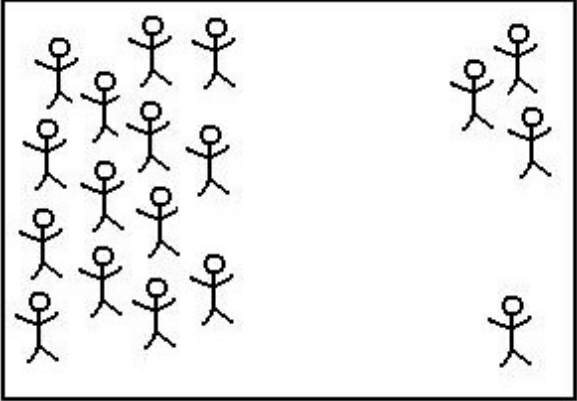
To show you how it works, we have prepared an example for illustration:

The student has mastered the following skills appropriately for his/her age and curriculum	never  always 	cannot judge
catch a ball		<input type="checkbox"/>

Reference: PS-Skalen: Pletschko, T., Knasmüller, S., Schwarzinger, A., Weiler-Wichtl, L., Slavic, I., Deimann, P., Kastner-Koller, U., Hansl, R., & Leiss, U. (2022). Assessment of participation in pediatric neuropsychology. *Zeitschrift Für Neuropsychologie*, 33(4), 245–258. <https://doi.org/10.1024/1016-264x/a000367>

LI	<p>How does the student usually feel at school? Please mark it on the line!</p> <div style="display: flex; align-items: center; justify-content: space-between;">  <div style="flex-grow: 1; border-top: 1px solid black; position: relative;"> </div>  </div>
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social interaction

LII	<p>Imagine that this is the student's classroom. Circle the figure which most closely represents the student's position in the classroom setting compared to other students.</p>	
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LIII	<p>How many good friends does the pupil have in the class?</p> <p> <input type="checkbox"/> none <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> more than 4 </p>
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LIII -a	<p>Which option best describes the pupil's social interaction?</p> <p>a) Tends to be a listener.</p> <p>b) Initiates conversations.</p> <p>c) Actively participates in partner activities.</p>
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Proficiency at school

<p>The student has mastered the following skills appropriately for his/ her age and curriculum</p>	<p>never</p> 	<p>always</p> 	<p>cannot judge</p>
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Communication

L45	<p>Can make others understand what he/she is trying to say</p>	<div style="border-top: 1px solid black; position: relative;"> </div>	<input type="checkbox"/>
L46	<p>Can compose notes or messages effectively</p>	<div style="border-top: 1px solid black; position: relative;"> </div>	<input type="checkbox"/>

social interaction			
L47	Can understand / empathize with the thoughts and feelings of others.	-----	<input type="checkbox"/>
L48	Can establish friendships.	-----	<input type="checkbox"/>
L49	Can sustain and regulate friendships.	-----	<input type="checkbox"/>
L50	Adheres to social norms.e.g., understands social rules at school and can behave accordingly	-----	<input type="checkbox"/>
L51	Maintains an appropriate distance from other people.	-----	<input type="checkbox"/>
L52	Can deal appropriately with authority figures.	-----	<input type="checkbox"/>

How do you perceive the pupil's feelings at school:

The pupil...	never	always	cannot judge
L53	... is happy at school.	-----	<input type="checkbox"/>
L54	... is nervous at school.	-----	<input type="checkbox"/>
L55	... has fun at school.	-----	<input type="checkbox"/>
L56	... is sad at school.	-----	<input type="checkbox"/>
L57	... is angry at school.	-----	<input type="checkbox"/>
L58	... is nervous in social situations.	-----	<input type="checkbox"/>
L59	... is nervous in learning-related situations.	-----	<input type="checkbox"/>
L60	... is proud of his/her accomplishments.	-----	<input type="checkbox"/>

L61	... feels unsure of him/herself (timid) at school.	-----	<input type="checkbox"/>
LXV	... looks forward to class.	-----	<input type="checkbox"/>

Environmental factors

The following questions refer to the interactions between you and the student.

You ..		never	always	cannot judge
LA	... behave differently towards him/her than towards the other classmates.	-----		<input type="checkbox"/>
LA -a	In what way? Write your answer:			

The amount of time and attention required for this student...		less	more	cannot judge
LB	... is comparable to that of his/her classmates.	-----		<input type="checkbox"/>

Try to assess the pupil's peers.

The student's peers...		never	always	cannot judge
LC	... treat him/her differently than the other students.	-----		<input type="checkbox"/>
LC -a	In what way? Please describe what is different:			
LD	... take time for the student.	-----		<input type="checkbox"/>
LE	... support/help the student more than the other students the pupil more than other classmates.	-----		<input type="checkbox"/>

Evaluation: School Participation

1.) Evaluating the item values

The visual analog scale of the S-PS 24/7 is exactly 100 mm long and thus corresponds to the value range from 0 to 100. Therefore, converting the markings on the visual analog scale into raw item values is done using a ruler. For each individual item, you can read the number of millimeters (calculated from the left) at which the mark was placed.

!!! When printing the S-PS 24/7, make sure that the correct page adjustment is made. If necessary, the print setting must therefore be set to 100% manually!!!

If the print settings, did not convert the scale into 100mm, please use the following formula to adjust every item value:

*Value of the marking set / line length * 100 = **Converted length***

!!! For further calculations and evaluations, the converted length values are always used!!!

2.) Compare the item values with the cut-off value & interpret the results

Please fill in your raw scores (watch out for inverted values). All raw item values that are below the cut-off value (PR < 16) are values below average and can be marked by ticking the box. Empty boxes indicate an average result.

Based on the results, please encircle the right interpretation.

All raw item values that are below the cut-off value (PR < 16) indicate values below average.

→PR < 16: inadequately or below average

Summary of the steps:

- 1) Control, if the line is exactly 100mm long, if this is not the case, convert the lengths of the raw scores (instruction above)
- 2) Read the number of millimeters (from left) at which the mark was placed (= raw score)
- 3) Please fill in your raw scores in the field provided, make sure you select the right age group (6-10 years, 10-14 years and 14-18 years)
- 4) Check if the raw score is below the cut-off value
- 5) Tick the box if the raw score is below the cut-off value
- 6) Underline or encircle the relevant term of the interpretation in the

A.) Cut-off values: teachers of elementary school students (6 - 10 years)

Item number	Raw value	Cut-off value (PR=16)	Check box if raw value is below the cut-off value (< PR 16)	Interpretation (If the box is checked, encircle either the term "inadequate", "below average" or "different". If not, encircle the opposite term.)	Overall skill(s)
L45		92	<input type="checkbox"/>	The pupil communicates inadequately / adequately as a sender.	Grasp the literal and figurative meaning of spoken messages and be able to produce oral as well as written messages themselves.
L46		85	<input type="checkbox"/>	The pupil composes notes or messages inadequately / adequately.	
L47		80	<input type="checkbox"/>	The pupil understands ands/empathizes with the thoughts and feelings of others at a below average / an average level.	Perform actions and tasks required for elementary and complex interactions with people in a contextually and socially appropriate manner.
L48		72	<input type="checkbox"/>	The pupil establishes friendships at a below average / an average level.	
L49		73	<input type="checkbox"/>	The pupil is able to maintain and regulate friendships at a below average / an average level.	
L50		80	<input type="checkbox"/>	The pupil adheres to social norms on a below average / an average level.	
L51		79	<input type="checkbox"/>	The pupil maintains an appropriate distance from other people at a below average / an average level.	
L52		85	<input type="checkbox"/>	The pupil deals inadequately/adequately with authority figures.	

L53		70	<input type="checkbox"/>	The pupil is perceived happy at a below average / an average level.	General mental functions that affect a person's dispositional nature to respond individually to situations, including the mental characteristics
100 - L54= _____		65	<input type="checkbox"/>	The pupil is perceived nervous at a below average / an average level.	
L55		58	<input type="checkbox"/>	The pupil is perceived to have fun at school at a below average / an average level.	
100 - L56= _____		65	<input type="checkbox"/>	The pupil is perceived sad at a below average / an average level.	
100 - L57 = _____		46	<input type="checkbox"/>	The pupil is perceived angry at a below average / an average level.	
100 - L58= _____		62	<input type="checkbox"/>	The pupil is perceived nervous in social situations at a below average / an average level.	
100 - L59= _____		58	<input type="checkbox"/>	The pupil is perceived nervous in learning-related situations at a below average / an average level.	
L60		77	<input type="checkbox"/>	The pupil is perceived proud of his/her Accomplishments at a below average / an average level.	
100 - L61= _____		48	<input type="checkbox"/>	The pupil is perceived unsure of him/herself at a below average / an average level.	

LI	Please interpret qualitatively, no norm data available				
LII					
LIII					
LIII-a					
LXV		51	<input type="checkbox"/>	The pupil has a below average / an average functioning of mental energy and drive regarding motivation for class.	Motivation
LA		2	<input type="checkbox"/>	Your behavior towards him/her is not different / different compared to other classmates	Environmental factors related to authority figures
LA	Please interpret qualitatively, no norm data available			Your behavior towards him/her is not different / different compared to other classmates.	Environmental factors related to authority figures
LA-a					
LB				Your time spent with him/her is below average/average compared to other classmates	

LC				The pupil's classmates act not different / different towards him/her than to other classmates.	Environmental factors related to peers
LC-a					
LD				The pupil's classmates time spent with him/her is below average/average.	
		3	<input type="checkbox"/>	The pupil's classmates support towards him/her is below average/average compared to other classmates.	

B.) Cut-off values: teachers of secondary school students (10 - 14 years)

Item number	Raw value	Cut-off value (PR=16)	Check box if raw value is below the cut-off value (< PR 16)	Interpretation (If the box is checked, encircle either the term "inadequate", "below average" or "different". If not, encircle the opposite term.)	Overall skill(s)
L45		87	<input type="checkbox"/>	The pupil communicates inadequately / adequately as a sender.	Grasp the literal and figurative meaning of spoken messages and be able to produce oral as well as written messages themselves.
L46		58	<input type="checkbox"/>	The pupil composes notes or messages inadequately / adequately.	
L47		67	<input type="checkbox"/>	The pupil understands and/empathizes with the thoughts and feelings of others at a below average / an average level.	Perform actions and tasks required for elementary and complex interactions with people in a contextually and socially appropriate manner.
L48		55	<input type="checkbox"/>	The pupil establishes friendships at a below average / an average level.	
L49		53	<input type="checkbox"/>	The pupil is able to maintain and regulate friendships at a below average / an average level.	
L50		43	<input type="checkbox"/>	The pupil adheres to social norms on a below average / an average level.	
L51		52	<input type="checkbox"/>	The pupil maintains an appropriate distance from other people at a below average / an average level.	
L52		36	<input type="checkbox"/>	The pupil deals inadequately/adequately with authority figures.	

L53		51	<input type="checkbox"/>	The pupil is perceived happy at a below average / an average level.	General mental functions that affect a person's dispositional nature to respond individually to situations, including the mental characteristics that distinguish one person from another.
100 - L54= _____		66	<input type="checkbox"/>	The pupil is perceived nervous at a below average / an average level.	
L55		45	<input type="checkbox"/>	The pupil is perceived to have fun at school at a below average / an average level.	
100 - L56= _____		63	<input type="checkbox"/>	The pupil is perceived sad at a below average / an average level.	
100 - L57 = _____		53	<input type="checkbox"/>	The pupil is perceived angry at a below average / an average level.	
100 - L58= _____		62	<input type="checkbox"/>	The pupil is perceived nervous in social situations at a below average / an average level.	
100 - L59= _____		52	<input type="checkbox"/>	The pupil is perceived nervous in learning-related situations at a below average / an average level.	
L60		70	<input type="checkbox"/>	The pupil is perceived proud of his/her accomplishments at a below average / an average level.	
100 - L61= _____		43	<input type="checkbox"/>	The pupil is perceived unsure of him/herself at a below average / an average level.	

LI	Please interpret qualitatively, no norm data available				
LII					
LIII					
LIII-a					
LXV		29	<input type="checkbox"/>	The pupil has a below average / an average functioning of mental energy and drive regarding motivation for class.	Motivation
LA	Please interpret qualitatively, no norm data available			Your behavior towards him/her is not different / different compared to other classmates.	Environmental factors related to authority figures
LA-a					
LB				Your time spent with him/her is below average/average compared to other classmates	
LC				The pupil's classmates act not different / different towards him/her than to other classmates.	Environmental factors related to peers

LC-a					
LD				The pupil's classmates time spent with him/her is below average/average.	
LE		8	<input type="checkbox"/>	The pupil's classmates support towards him/her is below average/average compared to other classmates.	

C.) Cut-off values: teachers of secondary school students (14 - 18 years)

Item number	Raw value	Cut-off value (PR=16)	Check box if raw value is below the cut-off value (< PR 16)	Interpretation (If the box is checked, encircle either the term "inadequate", "below average" or "different". If not, encircle the opposite term.)	Overall skill(s)
L45		93	<input type="checkbox"/>	The pupil communicates inadequately / adequately as a sender.	Grasp the literal and figurative meaning of spoken messages and be able to produce oral as well as written messages themselves.
L46		93	<input type="checkbox"/>	The pupil composes notes or messages inadequately / adequately.	
L47		89	<input type="checkbox"/>	The pupil understands and/empathizes with the thoughts and feelings of others at a below average / an average level.	Perform actions and tasks required for elementary and complex interactions with people in a contextually and socially appropriate manner.
L48		83	<input type="checkbox"/>	The pupil establishes friendships at a below average / an average level.	
L49		85	<input type="checkbox"/>	The pupil is able to maintain and regulate friendships at a below average / an average level.	
L50		82	<input type="checkbox"/>	The pupil adheres to social norms on a below average / an average level.	
L51		80	<input type="checkbox"/>	The pupil maintains an appropriate distance from other people at a below average / an average level.	
L52		80	<input type="checkbox"/>	The pupil deals inadequately/adequately with authority figures.	

L53		59	<input type="checkbox"/>	The pupil is perceived happy at a below average / an average level.	General mental functions that affect a person's dispositional nature to respond individually to situations, including the mental characteristics that distinguish one person from another.
100 - L54= _____		62	<input type="checkbox"/>	The pupil is perceived nervous at a below average / an average level.	
L55		51	<input type="checkbox"/>	The pupil is perceived to have fun at school at a below average / an average level.	
100 - L56= _____		58	<input type="checkbox"/>	The pupil is perceived sad at a below average / an average level.	
100 - L57= _____		47	<input type="checkbox"/>	The pupil is perceived angry at a below average / an average level.	
100 - L58= _____		63	<input type="checkbox"/>	The pupil is perceived nervous in social situations at a below average / an average level.	
100 - L59= _____		64	<input type="checkbox"/>	The pupil is perceived nervous in learning-related situations at a below average / an average level.	
L60		41	<input type="checkbox"/>	The pupil is perceived proud of his/her accomplishments at a below average / an average level.	
100 - L61= _____		55	<input type="checkbox"/>	The pupil is perceived unsure of him/herself at a below average / an average level.	

LI	Please interpret qualitatively, no norm data available				
LII					
LIII					
LIII-a					
LXV		22	<input type="checkbox"/>	The pupil has a below average / an average functioning of mental energy and drive regarding motivation for class.	Motivation
LA	Please interpret qualitatively, no norm data available			Your behavior towards him/her is not different / different compared to other classmates.	Environmental factors related to authority figures
LA-a					
LB				Your time spent with him/her is below average/average compared to other classmates	
LC				The pupil's classmates act not different / different towards him/her than to other classmates.	Environmental factors related to peers

LC-a				
LD				The pupil's classmates time spent with him/her is below average/average.
LE		2	<input type="checkbox"/>	The pupil's classmates support towards him/her is below average/average compared to other classmates.