

Participación en la Escuela

Queridos/as docentes,



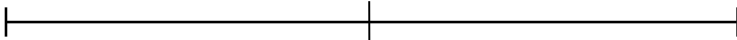
Este cuestionario está diseñado para evaluar la **situación actual** del alumno/a **con enfermedades crónicas o de larga duración en la escuela**.

En el se presentan diversas actividades y situaciones cotidianas en la vida escolar. Por favor, evalúe la efectividad con la que el alumno/a se desenvuelve en cada situación teniendo en cuenta su edad y el curriculum. Es probable que algunas actividades o situaciones le resulten fáciles al alumno/a y otras en cambio difíciles. Como el resto del alumnado, no tiene que dominar todos los aspectos de la escuela.

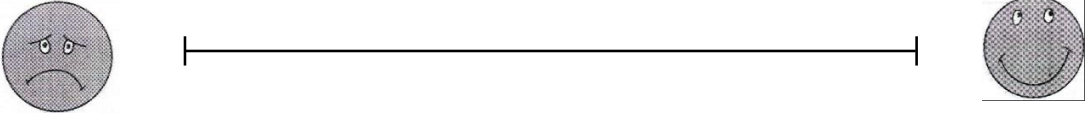
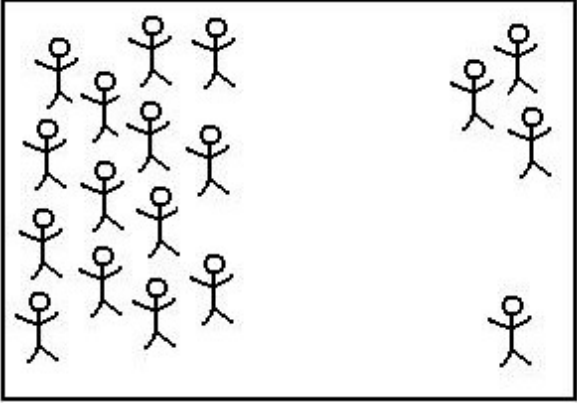
Consejos para cubrir el cuestionario:

1. Por favor, lea detenidamente cada apartado.
2. Al lado de cada ítem encontrarás una línea horizontal. Por favor marque con una línea vertical el nivel de habilidad con el que cumple cada actividad indicada (observe el ejemplo). Es importante considerar el nivel general con el que se desenvuelve en la actividad, y no la preferencia o no del alumno/a por la actividad en cuestión.
3. Para obtener una visión comprensiva de la evaluación por favor cubra todos los ítems.
4. Si tiene dudas al marcar una respuesta por favor marque una estimación basándose en cómo cree que lo haría el alumno/a. Si fuera posible consulte con sus compañeros/as de trabajo.
5. Seleccione "No puedo evaluar" sólo si considera que tiene un déficit importante de información..
6. Si tuviera alguna duda, por favor contáctenos a través de abiliti@aau.at

Para demostrar el funcionamiento hemos preparado este ejemplo:

El alumno/a domina las siguientes habilidades con un nivel apropiado para su edad y etapa educativa	nunca 	siempre 	No puedo evaluar
Atrapar una pelota			<input type="checkbox"/>



Bienestar general	
L I	<p>¿Cómo se siente el alumno/a normalmente en la escuela? !Por favor márkelo en la línea!</p> 
Interacción social	
L II	<p>Imagine que este es el grupo-clase del alumno/a. Dibuje un círculo alrededor de la figura que mejor represente la posición del alumno/a con respecto a sus compañeros/as de aula.</p> 
L III	<p>¿Cuántos amigos/as cercanos tiene el alumno/a en el aula?</p> <p><input type="checkbox"/> ninguno <input type="checkbox"/> 1 <input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> más de 4</p>
L III -a	<p>¿Qué opción describe mejor la actitud del alumno/a en sus interacciones sociales?</p> <p>a) Tiende a escuchar.</p> <p>b) Inicia conversaciones.</p> <p>c) Participa activamente en actividades con compañeros/as.</p>

Dominio en habilidades escolares			
El alumno/a domina las siguientes habilidades con un nivel apropiado para su edad y etapa educativa	nunca 	siempre 	No puedo evaluar
Comunicación			
L45	Es capaz de hacer entender a sus compañeros/as lo que trata de decir.		<input type="checkbox"/>
L46	Es capaz de crear notas o mensajes de manera efectiva.		<input type="checkbox"/>

Interacción social			
L47	Es capaz de empatizar y entender los pensamientos y sentimientos de otros.		<input type="checkbox"/>
L48	Es capaz de hacer amistades.		<input type="checkbox"/>
L49	Es capaz de mantener y regular sus amistades.		<input type="checkbox"/>
L50	Es capaz de adherirse a normas sociales. Ejemplo: Entiende como comportarse dependiendo de la situación y adapta su comportamiento.		<input type="checkbox"/>
L51	Mantiene una distancia apropiada con el resto de la gente.		<input type="checkbox"/>
L52	Es capaz de tratar adecuadamente con figuras de autoridad.		<input type="checkbox"/>

Cómo describiría la situación del alumno/a en la escuela:

El alumno/a...	nunca	siempre	No puedo evaluar
L53	... está contento/a en la escuela.		<input type="checkbox"/>
L54	... está nervioso/a en la escuela.		<input type="checkbox"/>
L55	... se divierte en la escuela.		<input type="checkbox"/>
L56	... está triste en la escuela.		<input type="checkbox"/>
L57	... está enfadado/a en la escuela.		<input type="checkbox"/>
L58	... está nervioso/a durante interacciones sociales.		<input type="checkbox"/>
L59	... está nervioso/a en situaciones de enseñanza-aprendizaje.		<input type="checkbox"/>
L60	... se enorgullece de sus logros.		<input type="checkbox"/>

L61	... se siente insegura/o en la escuela.		<input type="checkbox"/>
LXV	... espera con anticipación las clases.		<input type="checkbox"/>

Factores ambientales

Las siguientes preguntas hacen referencia a interacciones entre usted y el alumno/a.

Usted ...	nunca	siempre	No puedo evaluar
LA	... se comporta diferente con el alumno/a que con el resto del alumnado.		<input type="checkbox"/>
LA -a	¿Podría precisar de qué manera, en caso de que así sea? Escriba su respuesta:		

La cantidad de tiempo y atención requerido por el alumno/a...	menos	más	No puedo evaluar
LB	... es equiparable a la de el resto del alumnado.		<input type="checkbox"/>

Trate de evaluar a los compañeros/as del alumno/a.

Los compañeros/as del alumno/a...	nunca	siempre	No puedo evaluar
LC	... lo tratan diferente que al resto de alumnos/as.		<input type="checkbox"/>
LC -a	¿Podría precisar de qué manera, en caso de que así sea? Escriba su respuesta:		
LD	... pasan tiempo con el alumno/a.		<input type="checkbox"/>
LE	... apoyan/ayudan al alumno/a más que al resto de alumnos/as.		<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 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		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					
		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.