



The School District of Osceola County
Pre-School Educational Evaluation Program (PEEP)



Preschool Teacher Input Form

Child's Name: _____ ☐ Full-day ☐ Part-Time ☐ VPK ☐ Head Start
Preschool/Daycare Name: _____
Ratio: _____ kids/ _____ adults
Language spoken in Preschool: _____
Teacher's Full Name: _____

✓ *Please check all that apply and feel free to use the back of the paper for additional comments.*

Self-Care (Independent Functioning):

Feeding:

- ☐ finger feeds
- ☐ eats independently
- ☐ is messy/spills
- ☐ does not sit for meals
- ☐ drinks from an open cup ☐ sippy cup
- ☐ uses a fork and spoon

Toileting:

- ☐ wears diapers/pull ups
- ☐ shows no interest in toilet training
- ☐ is on a toileting routine
- ☐ indicates when diaper is wet or dirty
- ☐ indicates the need to use the toilet
- ☐ toilets independently

Personal-Social Emotional:

Self-Concept:

- ☐ offers eye contact
- ☐ avoids eye contact
- ☐ responds to name
- ☐ ignores name when called
- ☐ greets others
- ☐ gives name/age when asked
- ☐ uses a fork and spoon
- ☐ identifies body parts

Safety:

- ☐ requires continuous/constant supervision
- ☐ is unaware of common dangers
- ☐ has no fear ☐ puts items in the mouth
- ☐ Does not respond to (ignores) safety commands
- ☐ responds to "no/stop" ☐ has no fear
- ☐ cooperates with safety routines ☐ avoids common dangers
- ☐ runs off/away ☐ climbs furniture

How does he/she compare to same age peers with self help skills?

- ☐ above ☐ equal ☐ below

- ☐ offers eye contact ☐ avoids eye contact
- ☐ responds to name ☐ ignores others

Peer Interaction:

- ☐ enjoys peer play
- ☐ imitates peer play
- ☐ shares/takes turns with peers
- ☐ plays alongside peers
- ☐ joins in active physical play (chase)
- ☐ wants to control toys/play

- ☐ starts play with peers
- ☐ is possessive/has difficulty sharing

Emotional-Regulation:

- ☐ accepts redirection ☐ handles minor upsets
- ☐ easily frustrated ☐ quick to tantrum
- ☐ aggressive
- ☐ has difficulty accepting "NO" ☐ struggles when being denied his/her way

Works and plays well with peers?

- ☐ Yes ☐ No

Behavior:

- ☐ difficulty separating from caregiver
- ☐ demands attention
- ☐ defiant/refuses to cooperate
- ☐ impulsive
- ☐ bothers/distracts others
- ☐ loses temper easily
- ☐ speaks out of turn/interrupts others
- ☐ requires more assistance/redirection than his/her peers
- ☐ difficulty keeping hands or feet to himself/herself

Communication:

Talking:

- ☐ is not talking ☐ has a few single words
- ☐ combines 2-3 words together
- ☐ uses sentences
- ☐ uses sign language/gestures others

Listening:

- ☐ follows simple commands
- ☐ responds to simple questions
- ☐ repeats /echoes together
- ☐ relies on cues or gestures for understanding
- ☐ ignores others
- ☐ does not follow adult commands

- ☐ avoids peer play
- ☐ cooperates in group names

How does he/she compare to same age peers socially? ☐ above ☐ equal ☐ below

Transitions:

- ☐ cooperates with the daily routine
- ☐ transitions easily between activities
- ☐ upset by change ☐ resists transitions
- ☐ requires assistance to move between activities/settings

Sensory Behavior:

- Avoids: ☐ being messy/dirty ☐ loud noises
- ☐ crowds ☐ covers ears ☐ being touched
- ☐ is a picky eater ☐ loses temper easily
- ☐ sticky textures on hands (glue, paint, play doh)
- Seeks: ☐ spinning/rocking body ☐ banging toys ☐ mouths objects ☐ tight hugs
- ☐ rough play ☐ bouncing/jumping ☐ chews on toys/clothing ☐ is in constant motion

Other:

- ☐ hard to understand (articulation)
- ☐ says "no" to protest
- ☐ calls teacher/peers by name
- ☐ does not follow adult commands
- ☐ ignores others

How does he/she compare to same age peers with communication?

- ☐ above ☐ equal ☐ below

Cognitive (Learning Academic Readiness):

Attention:

- ☐ attends to a short story being read
- ☐ participates in teacher led tasks
- ☐ has a short attention span
- ☐ is easily distracted

- ☐ shows no interest/walks off
- ☐ attends to play activities for _____ minutes
- ☐ is willing to participate in simple table-top activities
- ☐ attends to group /circle time activities

School -Readiness Behaviors:

- ☐ remains seated during a task
- ☐ cleans up when prompted
- ☐ seeks help if needed
- ☐ shows pride
- ☐ responds to directions
- ☐ sings along to songs/rhymes
- ☐ difficulty sitting still

- ☐ imitates motor movements/fingerplays
- ☐ becomes frustrated during difficult tasks
- ☐ shows no interest in learning tasks
- ☐ disrupts learning of others
- ☐ does not participate

Pre-Academic skills:

- ☐ completes puzzles
- ☐ matches colors/shapes ☐ counts to 5
- ☐ counts to 10 ☐ scribbles on paper
- ☐ writes his/her name

- ☐ joins in finger play ☐ recognizes name in print ☐ names shapes ☐ recites(sings) ABC's
- ☐ traces letters or shapes ☐ identifies letter sounds

Cognitive play:

- ☐ has limited interest in toys
- ☐ explores toys by feel, mouth, bang, shake
- ☐ dumps/fills
- ☐ holds/carries toys around
- ☐ explores new toys with interest
- ☐ cause/effect toys
- ☐ enjoys toys that light up or play music

- ☐ imitates actions with toys
- ☐ lines up/groups toys
- ☐ uses toys functionally (roll cars, feed doll, talk phone)
- ☐ pretends with toys (sequence of activities: e.g. cook, serve, wash dishes)
- ☐ uses few toys (selective interests e.g. trains, cars, or dinosaurs)

What is the child's" favorite toys? _____

Other/Additional Comments:

Teacher signature: _____ Date: _____