

## P.26 TEACHER-ADMINISTERED QUESTIONNAIRE FOR DETECTING PRECURSORS OF LEARNING DISABILITIES

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Slovenian speech and language therapists don't have till today any systematic procedure for detection of the predictors of learning disabilities. A step toward this aim is the elaboration of a teacher-administered questionnaire, written to assess and evaluate children in a non-invasive manner earlier as possible, preferentially in the last year of the kindergarten, all the fields that are important for the first grade in school.

A teacher administered questionnaire was used to enable teachers from kindergartens and school to evaluate children from the point of view of weaknesses and strengths, making a profile of the pre-literacy and pre-mathematical skills, visual-motor skills, motor skills, graphic skills, meta-literacy, time/space orientation, meta-cognition, regulation of behaviour, language and speech, communication, interests, thinking, verbal memory, verbal retrieval, interest and knowledge, pace of learning, analysis skills, lexical fluency and depth, early use of abstract symbols, empathy, creativity, self-perception, play etc., simply with filling the fields of the questionnaire for each assertion. We have analyzed the profiles of approx. 150 children and constructed the norms for children from 5 to 7 years old.

The results show us the distribution of the variables, the average and standard deviation. Weaknesses and strengths. Profiling versus assessing.

