

BASIC PSYCHOLOGICAL PROCESSES CHECKLIST

Teacher Questionnaire

Student's Name:

Grade:

Teacher Name:

Date:

Each section below represents one component of information processing. This informal measure will be used to plan appropriate services for the student.

Please rate the student on the following behaviors by checking *Strength*, *Typical*, or *Difficult*. These ratings will help determine how the student processes information.

Checking **Strength** indicates that the student demonstrates the skill beyond what is expected of a typical peer

Checking **Typical** indicates that the student demonstrates the skill at a level typical of same age peers

Checking **Difficult** indicates that the student demonstrates the skill at a level less than a typical peer

Compared to other students in your classroom, at what level does the student...

Acquisition of Information	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Comprehend directions presented orally			
Understand information when presented the first time			
Link new information to that previously learned			
Organization	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Keep class work organized			
Have an organized desk			
Locate appropriate materials for assignments			
Take needed materials to activities/classes			
Use a system of organization (i.e. colored folders, accordion binder)			
Planning and Sequencing	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Prioritize tasks			
Follow a schedule			
Write/Create a logical story			
Turn in assignments on time			
Manage time well			
Tell a story in the correct order			
Make notes or an outline before writing			
Edit/Change papers before turning them in			
Working Memory (Verbal/Visual/Spatial)	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Follow two-and three-step directions			
Recall sequential steps to tasks			
Remember facts, names, labels, etc.			
Retell information from materials seen			
Retell information from materials read			
Retell information from materials heard			

Visual Processing	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Notice similarities in pictures, letters, numbers, words, and objects			
Notice differences in pictures, letters, numbers, words, and objects			
Follow directions presented visually (i.e. demonstrations)			
Recognize patterns in visual information			
Recognize the same word when repeated in a sentence or paragraph			
Notice visual changes in his/her surroundings (e.g., new bookshelf)			
Auditory Processing	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Works despite distractions			
Immediately recall information presented vocally			
Remember previous information presented vocally			
Repeat spoken directions when given			
Listen to stories without having pictures			
Processing Speed	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Count and calculate automatically			
Respond in an acceptable amount of time			
Recall information automatically			
Complete tasks efficiently			
Follow and participate in discussions/conversations			
Learn new tasks easily			
Expression (Verbal/Nonverbal)	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Communicate information through speech			
Communicate information through gestures			
Communicate information through writing			
Demonstrate oral fluency (no difficulty finding words, typical pace)			
Demonstrate reading fluency			
Easily engage in conversation with peers and adults			
Respond appropriately to verbal/nonverbal communication			
Ask questions or give answers related to context/content			
Participate in class			
Transfer of Information	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Copy information from the board			
Copy information from books to paper (i.e. math problems)			
Align numbers when doing math problems			
Write sentences of varying length and complexity			
Motor Control for Written Tasks	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Write for longer periods of time			
Have good hand-eye coordination (e.g., can use a scissors, button clothes)			
Print/write letters neatly and legibly			
Space letters, words, sentences, or numbers appropriately			
Color/paint within the lines of a drawing or a sketch			

Please use this space to clarify any items or add additional comments: