

# 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 *Weakness*. 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 **Weakness** indicates that the student demonstrates the skill at a level less than a typical peer

Checking \* means that an area of weakness is a **significant** concern for you in the classroom

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

<b>Acquisition of Information</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
Comprehend directions presented orally				
†Understand information when presented the first time				
†Work despite distractions				
†Link new information to that previously learned				
Find key facts or ideas when studying				
<b>Organization</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
Keep classwork organized				
†Have an organized desk or locker				
†Locate appropriate materials for assignments				
†Take needed materials to activities/classes				
Use an assignment notebook				
Use a system of organization (i.e. colored folders, accordion binder)				
<b>Planning and Sequencing</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
†Prioritize tasks				
Obtain information before beginning a writing project/paper				
†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				
<b>Working Memory (Verbal/Visual/Spatial)</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
†Follow two- and three- step directions				
Recall sequential steps to tasks				
†Remember facts, names, labels, etc.				
†Retell information from materials seen/read				
†Retell information from materials heard				
†Understand directions without needing them repeated				

<b>Visual Processing</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
Notice similarities in pictures, letters, numbers, words, and objects				
†Notice differences in pictures, letters, numbers, words, and objects				
†Follow directions presented visually (e.g., 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)				
<b>Auditory Processing</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
†Work despite distracting sounds				
Immediately recall information presented vocally				
†Remember previous information presented vocally				
Repeat spoken directions when given				
Listen to stories without having pictures				
†Understand questions and directions without needing them repeated				
<b>Processing Speed</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</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				
<b>Expression (Verbal/Nonverbal)</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
Communicate information through speech or gestures				
Communicate information through writing				
††Demonstrate oral fluency (no difficulty finding words, typical pace)				
Demonstrate reading fluency				
Demonstrate writing fluency				
†Respond appropriately to verbal/nonverbal communication				
†Ask questions or give answers related to context/content				
Participate in class				
<b>Transfer of Information</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</i>	*
Copy information from the board				
†Copy information from books to paper (i.e. math problems)				
Align numbers when doing math problems				
Copy assignments into a planner				
Write sentences of varying length and complexity				
<b>Motor Control for Written Tasks</b>	<i>Strength</i>	<i>Typical</i>	<i>Weakness</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				
Type well				
Write fluently				

For Special Education Teachers – Items with a † before them in the chart correspond to items on the parent checklist