

BASIC PSYCHOLOGICAL PROCESSES CHECKLIST

Parent Questionnaire

Student's Name: _____ Birth Date: _____

Grade: _____ School: _____

Parent Name: _____ Date: _____

Each section of this informal measure represents one component of information processing. Along with helping us better understand how your child processes information; it will also be used to determine appropriate programming. Please rate your child on the following behaviors by checking Strength, Typical, or Difficult. In considering your ratings, it may be helpful to compare your child to siblings or his/her other same age friends.

<i>Compared to other children of the same age, how well does your child...</i>	<i>This is a strength or is an easy skill for my child</i>	<i>My child does this most of the time/ typical of other kids</i>	<i>This is difficult for my child/ he/she requires help</i>
Acquisition of Information	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Learn new information the first time it is told to them			
Work on homework despite distractions			
Take new information and connect it to things he/she already knows (i.e. when reading a story, making connections to things in his/her life)			
Organization	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Keep his/her bedroom organized			
Locate appropriate materials to complete homework			
Take appropriate materials to activities (i.e. piano or dance lessons)			
Planning and Sequencing	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Prioritize tasks (i.e. know the most important thing to work on first)			
Follow a schedule			
Write or tell you logical stories			
Completes chores on time			
Working Memory (Verbal/Visual/Spatial)	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Follow two- and three- step directions			
Remember things like other people's names			
Immediately tell you information about something he/she read or saw			
Immediately tell you information about something he/she just heard			
Understand directions without having them repeated			
Visual Processing	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Notice differences in pictures, letters, words, objects			
Follow directions presented visually (i.e. cooking, making a craft)			
Notice if things change in his/her surroundings (i.e. new posters or signs, different position for furniture)			

Auditory Processing	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Work on homework or other work despite distracting sounds			
Remember directions and stories told to them verbally			
Understand questions and directions without needing them repeated			
Processing Speed	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Respond in acceptable amount of time when having a conversation			
Complete tasks efficiently			
Discuss and have conversations with others			
Learn new things easily			
Expression (Verbal/Nonverbal)	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Speak without having difficulty finding the words they want to use			
Talk at a pace that is easy to understand (i.e. not too fast, not overly slow)			
Use appropriate gestures when communicating if needed			
Easily engage in conversation with peers and adults			
Transfer of Information	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
Correctly copy information (i.e. math problem from a book to paper on homework assignments)			
Motor Control for Written Tasks	<i>Strength</i>	<i>Typical</i>	<i>Difficult</i>
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: