

BASIC PSYCHOLOGICAL PROCESSES CHECKLIST: TEACHER FORM

Student's Name: _____ Birth Date: _____

Grade: _____ School: _____

Teacher Name: _____ Date: _____

Please return to: _____ By: _____

The purpose of this form is to help us figure out the best way(s) to teach this student new skills. Using the scale below, rate how often the student needs help to do each skill:

- Never: The student doesn't need any help to do the skills/behavior
- Sometimes: The student needs help less than 50% of the time to do this skill
- Usually: The student needs help more than 50% of the time to do this skill

<i>Acquisition of Information</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Comprehending directions presented orally			
Understanding new information the first time it is presented			
Working despite distractions in the classroom			
Linking new information to that previously learned			
Finding key facts or ideas when reading/studying			
<i>Organization</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Keeping class-work and personal belongings organized			
Maintaining an organized desk/locker/personal space			
Understanding and following the daily schedule at school			
Categorizing and putting information together so it makes sense			
Retelling a story in the correct order with which it was told			
<i>Planning and Sequencing</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Prioritizing tasks in order of importance			
Bringing necessary materials to and from activities/classes			
Using planning skills or a planning aid (agenda, study guide)			
Turning in assignments/homework on time			
Managing his/her time effectively			
<i>Working Memory (Verbal/Visual/Spatial)</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Following two-step and three-step directions			
Recalling sequential steps to complex/long tasks			
Immediately recalling information that he/she has heard/seen/read			
Remembering important facts, names, labels, dates, locations, etc.			
Developing strategies to help recall information			
<i>Visual Processing</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Noticing similarities in pictures/letters/numbers/words/objects			
Noticing differences in pictures/letters/numbers/words/objects			
Recognizing patterns or trends in visual information			
Recognizing the same word when repeated in sentence/paragraph			
Noticing visual changes in his/her surroundings (new object)			

<i>Auditory Processing</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Staying on-task and focused even in loud/distracting situations			
Immediately recalling information you've just told him/her			
Remembering information you've told him/her in the past			
Listening to stories without pictures for prolonged periods of time			
Discriminating between different words and sounds			

<i>Processing Speed</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Counting and calculating automatically (w/out using fingers)			
Responding to questions/directions in an timely manner			
Recalling known information quickly (w/out thinking really hard)			
Working quickly to complete assignments in timely manner			
Quickly learning how to do new tasks/activities			
<i>Expression (Verbal & Nonverbal)</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Effectively communicating info using oral/verbal speech			
Effectively communicating info using handwriting/typing			
Effectively communicating info using facial/hand gestures			
Responding appropriately to verbal/nonverbal communication			
Actively participating in conversations with others at school			
<i>Transfer of Information</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Copying/transferring info from the board into a notebook/iPad			
Copying information from books to paper (i.e. math problems)			
Aligning & arranging numbers when doing math problems			
Writing down his/her assignments into a planner/agenda			
Taking notes & highlighting when reading/studying			
<i>Motor Control for Written Tasks</i>	NEVER NEEDS HELP 0	SOMETIMES NEEDS HELP 1	USUALLY NEEDS HELP 2
Writing for longer periods of time			
Printing/writing letters neatly and legibly			
Spacing letters, words, sentences, or numbers appropriately			
Coloring/painting within the lines of a drawing or a sketch			
Keeping his/her handwriting straight and on the correct line			

Thank you for your responses!
Special Education staff will complete the score table below:

<u>Basic Psychological Processes</u>	<u>Point Total</u>	<u>Area of Concern?</u>	
Acquisition of Information	/10	Yes	No
Organization	/10	Yes	No
Planning and Sequencing	/10	Yes	No
Working Memory (verbal/visual/spatial)	/10	Yes	No
Visual Processing	/10	Yes	No
Auditory Processing	/10	Yes	No
Processing Speed	/10	Yes	No
Expression (Verbal and Nonverbal)	/10	Yes	No
Transfer of Information	/10	Yes	No
Motor Control for Written Tasks	/10	Yes	No

