

# INFORMATION PROCESSING CHECKLIST

## Parent/Teacher Questionnaire

Student's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Teacher/Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate the student on the following behaviors, which might indicate the presence of an information processing condition, by checking *Always*, *Often*, *Seldom*, or *No*. Each section represents one component of information processing. This informal measure will be used to plan appropriate services for the student.

***Does the student ...***

<b>Acquisition of Information</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Acquire information by hearing				
Acquire information by seeing				
Acquire information by touching				
Acquire information through a multi-sensory approach				
Link new information to that previously learned				
Find key facts or ideas when studying				
<b>Organization</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Complete work and other activities				
Have an organized desk or locker				
Locate appropriate materials				
Align work spatially				
Categorize and put information together				
Tell a story in the correct order				
Make notes or an outline before writing				
Edit/change papers before turning them in				
<b>Planning and Sequencing</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Prioritize tasks				
Sequence information				
Take needed materials to activities/classes				
Use planning skills or a planning aid				
Obtain information before beginning a writing project/paper				
Write/Create a logical story				
Turn in assignments on time				
Manage time				
<b>Working Memory (Verbal/Visual/Spatial)</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Follow two- and three- step directions				
Recall sequential steps to tasks				
Immediately recall information				
Remember facts, names, labels, etc.				
Remember materials seen				
Remember materials heard				
Develop strategies to help recall information				
Use rote memory skills				
<b>Visual Processing</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</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)				
Distinguish left from right when presented visual materials				
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>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Respond to questions presented vocally within five seconds				
Immediately recall information presented vocally				
Remember previous information presented vocally				
Repeat spoken directions when given				
Listen to stories without having pictures				
Ask for spoken questions or directions to be repeated				
Discriminate auditorily between different words and sounds				
<b>Processing Speed</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Count and calculate automatically				
Respond in an acceptable amount of time				
Recall information automatically				
Complete tasks efficiently				
Maintain focus on tasks				
Learn new tasks quickly				
<b>Expression (Verbal/Nonverbal)</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Communicate information through speech or gestures				
Communicate information through writing				
Demonstrate oral fluency				
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 (Manipulation)</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Apply learned information to new situations				
Infer information				
Interpret information				
Summarize information				
Write sentences of varying length and complexity				
Analyze and solve problems of varying complexity				
Find more than one way to answer a question				
Differentiate details from key concepts				
<b>Motor Control for Written Tasks</b>	<i>Always</i>	<i>Often</i>	<i>Seldom</i>	<i>Never</i>
Erase mistakes well before making corrections				
Have good hand-eye coordination (e.g., can use a scissors)				
Print/write letters neat and legibly				
Space letters, words, sentences, or numbers appropriately				
Color/ paint within the lines of a drawing or a sketch				
Easily copy from a book or the board				
Produce neat work				