



# Basic Psychological Processing Checklist

## Teacher Interview Questionnaire

Student Name \_\_\_\_\_

Date of birth: \_\_\_\_\_

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

Teacher Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Please rate the student on the following behaviors, which might indicate the presence of a basic psychological processing condition, by checking Always, Often, Seldom, or Never. Each section represents one component of basic psychological processing. This informal measure will be used to plan interventions and/or appropriate services for the student.

Acquisition of Information (Attention, Short-Term Memory, Phonological Processing – awareness and memory)	ALWAYS	OFTEN	SELDOM	NEVER
<b>ATTENTION</b>				
• Sustain and pay attention to what is said.				
• Easily self-regulate.				
• Become frustrated due to loss of concentration.				
• Understand why the process works (i.e., math problems).				
• Maintain focus when working on independent or multiple tasks				
<b>SHORT-TERM MEMORY</b>				
• Easily listen and take notes at the same time.				
• Follow multi-step directions.				
• Retell what was read or heard.				
• Use rote memory for facts				
<b>PHONOLOGICAL PROCESSING – phonological awareness &amp; memory</b>				
• Discriminate letter sounds.				
• Form b, d, p, q correctly.				
• Name classmates.				
• Sound out words correctly.				
• Hold letter sounds in mind until last letter is decoded.				
<b>Organization, Planning &amp; Sequencing (Executive Functioning, Long-Term Retrieval,</b>				
<b>EXECUTIVE FUNCTIONING</b>				
• Have good strategy selection, planning, and organization of thoughts.				
• Self-monitor during computation and problem solving.				
• Follow order of operations or sequence of steps needed.				
• Monitor learning, recognize, and adjust methods accordingly.				
• Align multi-digit calculations correctly.				
• Persist until task is finished.				
• Keep papers, materials and desk organized.				
Keep a theme or details in mind long enough to obtain the main idea.				
<b>LONG-TERM RETRIEVAL</b>				
• Retrieve previously learned information.				
• Immediately recall information previously learned.				
• Relate what is being read to previous experiences.				
• Link new information to what has been learned before.				
<b>Working Memory (Verbal, Visual, and Spatial Memory)</b>				
• Develop strategies to help recall information.				
• Remember information heard.				
• Remember information seen.				
• Comprehend meaning from extended passages when reading.				
• Make predictions from recall of facts.				
• Organize thoughts into a sequence when solving math problems or writing.				
<b>Visual and Auditory Processing</b>				
• Connect meaning with visually presented words.				
• Acquire information by seeing.				
• Acquire information by using a multi-sensory approach (i.e., hearing, seeing, touching).				
• Easily visualize or discriminate letters.				
• Have consistent size, spacing, position and slant of letters.				
• Demonstrate spatial planning during writing or other pencil and paper tasks.				
• Acquire information by hearing.				
• Need directions repeated.				
• Hear the difference between sounds (i.e., diagraphs, initial/final consonants)				
• Easily follow orally presented directions.				
• Have difficulty in a noisy environment or working in groups.				
<b>Speed of Processing (including fluency)</b>				

• Recall information automatically.				
• Count and calculate automatically.				
• Retrieve information quickly on speed dependent tasks				
• Learn new tasks quickly.				
• Respond in an age-appropriate amount of time.				
• Slow to initiate a task after directions are given.				
• Demonstrate reading fluency.				
<b>Verbal and Nonverbal Expression</b>				
• Pause frequently or struggle to find the words they want to use.				
• Recognize and understand facial expressions and nonverbal cues of others.				
• Communicate information through age-appropriate speech or gestures.				
• Demonstrate oral fluency.				
• Participate in classroom discussion (i.e., ask questions) on a regular basis.				
<b>Transfer of Information and Motor Control for Written Tasks</b>				
• Find more than one way to answer a question.				
• Interpret, infer, and summarize information.				
• Differentiate details from key concepts.				
• Makes careless errors.				
• Frequently erases mistakes.				
• Demonstrate writing fluency.				
• Easily copy from a book or the board.				
• Have a good pencil grip and proper spacing.				
• Print or write letters neat and legibly				
<b>Other</b>				
• Misinterpret idioms, metaphors, sarcasm, and/or similes.				
• Have difficulty with spelling despite relatively strong decoding skills.				
• Have difficulty answering how, why or when questions.				
• Have difficulty comprehending cause/effect relationships.				
• Have difficulty with mental arithmetic (i.e., rounding, regrouping).				
• Have difficulty with translation of word problems into mathematical operations.				
• Have difficulty with understanding abstract concepts (i.e., seeing the parts from the whole).				
• Have difficulty making decisions.				
• Express self-doubt before tests or reluctance about engaging in tasks.				
• Sustain effort on non-preferred tasks.				
• Depend too much on adult assistance or help.				