

Richland Parish Special Education Department - Questionnaire
Information Processing Problems which may Affect Ability to Progress in the General Curriculum

Student's Name: _____ Grade: _____ Date: _____
 Teacher Completing Questionnaire: _____ School: _____

Directions: Please check the behaviors that might indicate information processing difficulties - these should be exhibited by the student consistently – not just every once in a while.

Acquisition of Skills

- | | |
|---|---|
| <input type="checkbox"/> Loses interest quickly | <input type="checkbox"/> Poor comprehension skills |
| <input type="checkbox"/> Tries very hard, but just can't seem to "get it" | <input type="checkbox"/> Trouble copying from board |
| <input type="checkbox"/> Does not seem to process information | <input type="checkbox"/> Seems very bright, but cannot keep up with peers |
| <input type="checkbox"/> Trouble following written or verbal directions | <input type="checkbox"/> Doesn't wait his/her turn |
| <input type="checkbox"/> Trouble linking new information to information previously taught | |
| <input type="checkbox"/> Trouble with visual discrimination tasks (such as part-to-whole or multi-stepped problems or projects) | |

Storage of Skills

- | | |
|---|--|
| <input type="checkbox"/> Learns new ideas much slower than classmates | <input type="checkbox"/> Unable to follow 2 or 3 step directions |
| <input type="checkbox"/> Has trouble applying knowledge to other areas | <input type="checkbox"/> Unable to immediately recall information learned |
| <input type="checkbox"/> Student "has it" one day and it's gone the next (retains info) | <input type="checkbox"/> Trouble understanding word/sentence meaning |
| <input type="checkbox"/> Can't remember dates, assignments, facts, etc. | <input type="checkbox"/> Trouble recalling information over a period of time |
| <input type="checkbox"/> Trouble summarizing facts | <input type="checkbox"/> Unable to generalize from one topic to another |
| <input type="checkbox"/> Parents are confused - "he studied last night and knew all of the material", but then did poorly on the test the following day | |

Retrieval of Skills

- | | |
|--|---|
| <input type="checkbox"/> Unable to name or label objects | <input type="checkbox"/> Does poorly on "timed" tests |
| <input type="checkbox"/> Trouble remembering facts in all subjects (rote memory) | <input type="checkbox"/> Counts on fingers |
| <input type="checkbox"/> Does not respond in an acceptable amount of time | <input type="checkbox"/> Poor phonic skills (sound/symbol) |
| <input type="checkbox"/> Works very slowly | <input type="checkbox"/> Needs to "see it" to "do it" |
| <input type="checkbox"/> Trouble locating key facts/ideas | <input type="checkbox"/> Unable to retrieve known vocabulary concepts to build or expand vocabulary |

Organization of Skills

- | | |
|---|---|
| <input type="checkbox"/> Extremely Messy | <input type="checkbox"/> Can't put things in sequential order |
| <input type="checkbox"/> Work is sloppy, torn, wrinkled | <input type="checkbox"/> Does poorly on "open book" tests |
| <input type="checkbox"/> Always forget materials/homework | <input type="checkbox"/> Unable to label, categorize, associate information |
| <input type="checkbox"/> Often does work, but does not turn it in | <input type="checkbox"/> Trouble copying from the board |
| <input type="checkbox"/> Turns assignments in late | <input type="checkbox"/> Trouble copying math problems w/correct alignment |
| <input type="checkbox"/> Does not complete work | <input type="checkbox"/> Unable to align work spatially |
| <input type="checkbox"/> Wastes time on unimportant things | <input type="checkbox"/> Needs several reminders to "get started" |

Expression of Skills

- | | |
|---|---|
| <input type="checkbox"/> Sentences are short, choppy, and free of descriptive words | <input type="checkbox"/> Poor spelling skills |
| <input type="checkbox"/> Unable to respond appropriately to verbal communication | <input type="checkbox"/> Trouble summarizing events and ideas |
| <input type="checkbox"/> Unable to ask questions related to content | <input type="checkbox"/> Can show you "how" to do something, but cannot "tell" you how |
| <input type="checkbox"/> Unable to answer questions related to content | <input type="checkbox"/> Talks in complete sentences and has great imagination, but cannot write a sentence |
| <input type="checkbox"/> Unable to participate in class discussions | |

Manipulation of Skills

- | | |
|---|---|
| <input type="checkbox"/> Unable to Apply learned information to new situations | <input type="checkbox"/> Unable to interpret social cues |
| <input type="checkbox"/> Unable to Infer information | <input type="checkbox"/> Unable to use figurative language, (idioms, slang, metaphors, similes, sarcasm, irony) |
| <input type="checkbox"/> Unable to Summarize information | <input type="checkbox"/> Unable to analyze and solve problems of varying complexity |
| <input type="checkbox"/> Unable to Interpret information | |
| <input type="checkbox"/> Unable to differentiate details from key concepts | |
| <input type="checkbox"/> Unable to use known concepts/vocabulary to build or expand on concept knowledge/vocabulary | |
| <input type="checkbox"/> Unable to write sentences of varying length and complexity | |

Student: _____ School: _____

Regular Education Teacher(s): _____

SPED Teacher(s): _____

Regular and Special Education Teachers:

If possible, please complete attached forms together – this should be a collaborative effort between all teachers to help determine the most critical information processing deficits which are hindering your student from accessing the general curriculum. This information will be used as part of your input into the student's IEP.

Please DO NOT check off every one of the characteristics on the page – you should check off only those deficits which hinder the student on a daily basis.

Put in _____'s box at school or FAX to me at _____ within 3 days of receipt.

Thanks for working so hard to help our students succeed !