

Neuropsychological Processing Concerns Checklist for School-Aged Children & Youth

Student's Demographic Information

Student's Name:		Today's Date:	
Street Address:			
City:	State:	Zip Code:	
Student's Age:	Date of Birth:	Sex (circle one):	Male Female
Student's School:		Current Grade:	
Student's Ethnicity:		Primary Language Spoken at Home:	
Parent/Guardian's Name:			
Parent/Guardian's Address (if different from student's):			
City:	State:	Zip Code:	
Parent/Guardian's Phone #s – Home:		Work:	Cell:

Reasons for Referral

Who referred the student?
From (Institution/Affiliation or Professional or Parent/Guardian):
Why was the student referred?
List specific questions to be addressed by this evaluation:
Are there any scheduled IEP meetings coming up that would require a completed report for this evaluation? If yes, what is the approximate date of the next IEP meeting?

Respondent Information

Respondent's Name:	
Relationship to student: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Teacher <input type="checkbox"/> Other – specify:	
Street Address:	
City:	State: Zip Code:
Day Telephone:	Evening Telephone:

For each behavior listed below, put a check mark in the "Not Observed" column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.
Mild – behavior occasionally observed in this child.
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Severe – behavior almost always observed in this child.

Sensorimotor Functions	Not Observed	Mild	Moderate	Severe
Motor Functioning Circle right (R), left (L) or both right & left (B) as applicable				
• Muscle weakness or paralysis. (R L B)				
• Muscle tightness or spasticity. (R L B)				
• Clumsy or awkward body movements. (R L B)				
• Walking or posture difficulties.				
• Odd movements (e.g., hand flapping). (R L B) Specify:				
• Involuntary or repetitive movements. (R L B) Specify:				
• Difficulty with dressing (e.g., buttoning & zippering).				
• Poor fine motor skills (e.g., using a pencil). (R L B)				
Tactile/Olfaction Functioning				
• Overly sensitive to touch, light, or noise.				
• Complains of loss of sensation (e.g., numbness). (R L B)				
• Less sensitive to pain and changes in temperature.				
• Difficulty smelling or tasting foods.				
Visual Functioning				
• Cannot identify basic colors (color blind).				
• Complains of visual problems (e.g., cannot see close or far)				
• Difficulty recognizing objects.				
Auditory Functioning				
• Hearing acuity problems. (R L B)				
• Does not like loud noises.				
• Difficulty with simple sound discrimination. (R L B)				
• Difficulty with pitch discrimination (tone deaf) (R L B)				
Visual-Spatial Functioning				
• Drawing or copying difficulties.				
• Difficulties with puzzles.				
• Confusion with directions (e.g., gets lost easily).				
• Shows right-left confusion or directions (up-down).				
• Ignores one side of the page while drawing or reading.				
Examples of sensorimotor concerns observed:				

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Attention Problems	Not Observed	Mild	Moderate	Severe
Focused or Selective Attention				
• Easily distracted by sounds, sights, or physical sensations.				
• Inattentive to details or makes careless mistakes.				
• Does not know where to start when given a task.				
Sustained Attention				
• Difficulty paying attention for a long period of time.				
• Mind appears to go blank or loses train of thought.				
• Seems to lose place in an academic task (e.g., reading).				
Shifting Attention				
• Difficulty stopping one activity and starting another.				
• Gets stuck on one activity (e.g., playing video games).				
• Apply a different set of rules or skills to an assignment.				
Divided Attention				
• Difficulty attending to more than one thing at a time.				
• Does not seem to hear anything else while watching TV.				
• Easily becomes absorbed into one task (e.g., video game).				
Attentional Capacity				
• Stops performing tasks that contain too many details.				
• Avoids activities that require a lot of mental effort.				
• Seems to get overwhelmed with difficult tasks.				

Examples of attentional concerns observed:

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Language Functions	Not Observed	Mild	Moderate	Severe
Articulation				
• Omits sounds.				
• Substitutes sounds.				
• Distorts sounds (e.g., slurring, stuttering).				
Phonological Processing				
• Difficulty with blending of sounds to form words.				
• Difficulty with basic rhyming activities.				
• Difficulty with sound discrimination.				
Receptive Language				
• Trouble understanding what others are saying.				
• Does not do well with verbal directions.				
Expressive Language				
• Difficulty finding the right word to say.				
• Limited amount of speech.				
• Slow labored speech.				
• Odd or unusual language or vocal sounds.				

Examples of language concerns observed:

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Memory and Learning Functions	Not Observed	Mild	Moderate	Severe
Short Term Memory				
• Frequently asks for repetitions of instructions/explanations.				
• Lacks rehearsal strategies while listening/studying.				
• Seems not to know things right after they are presented.				
• Trouble following multiple step directions.				
• Problems copying from the board and/or taking notes.				
Active Working Memory				
• Loses track of steps/forgets what they are doing amid task.				
• Loses place in the middle of solving a math problem.				
• Loses train of thought while writing.				
• Trouble summarizing narrative or text material.				
Long Term Memory				
• Trouble remembering facts or procedures in mathematics.				
• Difficulty answering questions of facts quickly.				
• Gets frustrated while trying to convey thoughts on paper.				
• Forgets what happened days or weeks ago.				
• Forgets where personal items or school work were left.				
• Forgets to turn in homework assignments.				
General Learning				
• Difficulty learning verbal information.				
• Difficulty learning visual information.				
• Difficulty integrating verbal and visual information.				

Examples of memory and learning concerns observed:

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Executive Functions	Not Observed	Mild	Moderate	Severe
Problem Solving, Planning, & Organizing				
• Difficulty learning new concepts or activities.				
• Difficulty solving problems that a younger child can do.				
• Makes the same kinds of errors over and over.				
• Quickly becomes frustrated and gives up easily.				
• Trouble making plans.				
• Trouble completing plans.				
• Difficulty with organizational skills.				
Behavioral / Emotional Regulation				
• Appears to be under-motivated to perform or behave.				
• Has trouble getting started with tasks.				
• Demonstrates signs of over activity (hyperactivity).				
• Demonstrates signs of impulsivity.				
• Trouble following rules.				
• Demonstrates signs of irritability.				
• Lack of common sense or judgment.				
• Cannot empathize with the feelings of others.				

Examples of executive functioning concerns observed:

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Speed & Efficiency of Cognitive Processing	Not Observed	Mild	Moderate	Severe
Processing Speed, Cognitive Efficiency, & Cognitive Fluency				
• Takes longer to complete tasks than others the same age.				
• Slow reading that makes comprehension difficult.				
• Homework takes too long to complete.				
• Requires extra time to complete tests.				
• Responds slowly when asked questions.				
• Does well on timed tests.				
• Recalls information accurately and quickly.				

Examples of weak cognitive efficiency, cognitive fluency, or slow processing speed concerns observed:

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Academic Functions: Reading	Not Observed	Mild	Moderate	Severe
Reading: Attention Functions				
• Appears distracted while reading.				
• Misses important details while reading.				
• Loses track of his/her reading place.				
Reading: Phonological Processing & Fluency Functions				
• Trouble sounding out words.				
• Can't remember words without sounding them out.				
• Reads very slowly.				
Reading: Comprehension/Memory Functions				
• Difficulty understanding what is read.				
• Difficulty identifying main elements of a story.				
Reading: Attitudinal Issues				
• Indicates boredom with reading.				
• Appears anxious/uptight/nervous while reading.				
• Avoids reading activities.				

Examples of reading concerns observed:

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Academic Functions: Writing	Not Observed	Mild	Moderate	Severe
Writing: Graphomotor Output Functions				
• Trouble forming letters and words.				
• Presses too hard with the pencil/pen while writing.				
• Presses too soft with the pencil/pen while writing.				
• Others have difficulty reading what the child has written.				
• Difficulty holding the pencil or pen correctly.				
• Shows preference for printing over cursive writing.				
• Writes overly large letters and words.				
• Writes overly small letters and words.				
• Takes a long time to write.				
Writing: Spatial Production Functions				
• Demonstrates uneven spacing between words and letters.				
• Trouble staying on the lines.				
Writing: Expressive Language Functions				
• Loses train of thought while writing.				
• Limited vocabulary for age; uses lots of easy words.				
• Difficulty putting ideas into words.				
• Uses simple sentence structure & lacks variety.				
• Produces poor spelling in writing.				
• Poor grammar in writing.				
• Has trouble coming up with topics to write about.				
Writing: Attitudinal Issues				
• Appears anxious/uptight/nervous while writing.				
• Avoids writing activities.				

Examples of writing concerns observed:

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Academic Functions: Mathematics	Not Observed	Mild	Moderate	Severe
Mathematics: Attentional Functions				
• Makes careless mistakes while solving math problems.				
• Does not always pay attention to the math problems signs.				
Mathematics: Computational Knowledge				
• Knowledge of basic math facts not at grade/age level.				
• Exhibits procedural deficits in math (e.g., regrouping).				
Mathematics: Mathematical Reasoning/Comprehension				
• Difficulty solving story problems.				
• Difficulty with qualitative concepts (e.g., bigger than).				
Math: Attitudinal Issues				
• Appears anxious/uptight/nervous when working with math.				
• Avoids math activities.				

Examples of math concerns observed: