Neuropsychological Processing Concerns Checklist
for School-Aged Children & Youth
Adapted from: Neuropsychological Processing Concerns Checklist – Copyright © 2007 by KIDS, Inc. • 1156 Point Vista Road • Hickory Creek, Texas 75065

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 Phone #s –         
Home:                                Work:                 Cell: 
Parents’ e-mail:                     

Current Diagnosis/Educational impairments:

Reasons for Referral
Who referred the student? 
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: ☐ Mother ☐ Father ☐ Teacher ☐ Other – specify:
Updated history since last evaluation

Current Medications/Supplements

<table>
<thead>
<tr>
<th>Medication</th>
<th>Dose</th>
<th>Frequency</th>
<th>Purpose</th>
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How much sleep does your child get per night? Please explain any concerns with sleep habits.

Do you have concerns with your child’s eating habits? If yes, please explain.

Do you have concerns with your child’s social functioning? If yes, please explain.

What does your child enjoy doing for relaxation?

Current Living situation

With whom does the child live?

Have there been any significant illness in family or extended family? (If so please explain).

Have there been deaths or births in the family? (If so please explain).

Has the family moved in the last 3 years? (If so please explain).

Have parents changed employment status? (If so please explain).

Please feel free to add any other updated information.
Motor Functioning
Directions: circle right (R), left (L) or both right & left (B) as applicable or Yes (Y)/No(N)
- 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 & zipperimg).
- Poor fine motor skills (e.g., using a pencil). (R L B)

Tactile/Olfaction Functioning
- Overly sensitive to touch, light, or noise. (R L B)
- Complains of loss of sensation (e.g., numbness). (R L B)
- Less sensitive to pain and changes in temperature. (Y N)
- Difficulty smelling or tasting foods. (Y N)

Visual Functioning
- Can identify basic colors. (Y N)
- Complains of visual problems. (Y N)
- Difficulty recognizing objects. (Y N)

Auditory Functioning
- Hearing acuity problems. (R L B)
- Does not like loud noises. (Y N)
- Difficulty with simple sound discrimination. (R L B)
- Difficulty with pitch discrimination (tone deaf) (R L B)

Visual-Spatial Functioning
- Drawing or copying difficulties. (Y N)
- Difficulties with puzzles. (Y N)
- Confusion with directions (e.g., gets lost easily). (Y N)
- Shows right-left confusion or directions (up-down).
- Ignores one side of the page while drawing or reading. (Y N)

Please give examples of sensorimotor concerns observed:
Directions: Please indicate if Mild (Mi) Moderate (Mo) Severe (S) or Not Observed (NO) if these behaviors have been evident over the last 6 months.

Focused or Selective Attention
- Easily distracted by sounds, sights, or physical sensations. (Mi Mo S NO)
- Inattentive to details or makes careless mistakes. (Mi Mo S NO)
- Does not know where to start when given a task. (Mi Mo S NO)

Sustained/Inhibition
- Difficulty paying attention for a long period of time. (Mi Mo S NO)
- Mind appears to go blank or loses train of thought. (Mi Mo S NO)
- Seems to lose place in an academic task (e.g., reading). (Mi Mo S NO)

Shifting Attention
- Difficulty stopping one activity and starting another. (Mi Mo S NO)
- Gets stuck on one activity (e.g., playing video games). (Mi Mo S NO)
- Apply a different set of rules or skills to an assignment. (Mi Mo S NO)

Divided Attention
- Difficulty attending to more than one thing at a time. (Mi Mo S NO)
- Does not seem to hear anything else while watching TV. (Mi Mo S NO)
- Easily becomes absorbed into one task (e.g., video game). (Mi Mo S NO)

Attentional Capacity
- Stops performing tasks that contain too many details. (Mi Mo S NO)
- Avoids activities that require a lot of mental effort. (Mi Mo S NO)
- Seems to get overwhelmed with difficult tasks. (Mi Mo S NO)

Examples of attentional concerns observed:

Language Functions
Articulation
- Omits sounds. (Mi Mo S NO)
- Substitutes sounds. (Mi Mo S NO)
- Distorts sounds (e.g., slurring, stuttering). (Mi Mo S NO)

Phonological Processing
- Difficulty with blending of sounds to form words. (Mi Mo S NO)
- Difficulty with basic rhyming activities. (Mi Mo S NO)
- Difficulty with sound discrimination. (Mi Mo S NO)

Receptive Language
- Trouble understanding what others are saying. (Mi Mo S NO)
- Does not do well with verbal directions. (Mi Mo S NO)
Expressive Language
- Difficulty finding the right word to say. (Mi Mo S NO)
- Limited amount of speech. (Mi Mo S NO)
- Slow labored speech. (Mi Mo S NO)
- Odd or unusual language or vocal sounds. (Mi Mo S NO)

Examples of language concerns observed:

Memory and Learning
Short Term Memory
- Frequently asks for repetitions of instructions/explanations. (Mi Mo S NO)
- Lacks rehearsal strategies while listening/studying. (Mi Mo S NO)
- Seems not to know things right after they are presented. (Mi Mo S NO)
- Trouble following multiple step directions. (Mi Mo S NO)
- Problems copying from the board and/or taking notes. (Mi Mo S NO)

Active Working Memory
- Loses track of steps/forgets what they are doing amid task. (Mi Mo S NO)
- Loses place in the middle of solving a math problem. (Mi Mo S NO)
- Loses train of thought while writing. (Mi Mo S NO)
- Trouble summarizing narrative or text material. (Mi Mo S NO)

Long Term Memory
- Trouble remembering facts or procedures in mathematics. (Mi Mo S NO)
- Difficulty answering questions of facts quickly. (Mi Mo S NO)
- Gets frustrated while trying to convey thoughts on paper. (Mi Mo S NO)
- Forgets what happened days or weeks ago. (Mi Mo S NO)
- Forgets where personal items or school work were left. (Mi Mo S NO)
- Forgets to turn in homework assignments. (Mi Mo S NO)

General Learning
- Difficulty learning verbal information. (Mi Mo S NO)
- Difficulty learning visual information. (Mi Mo S NO)
- Difficulty integrating verbal and visual information. (Mi Mo S NO)

Examples of memory and learning concerns observed:

Problem Solving, Planning, & Organizing
- Difficulty learning new concepts or activities. (Mi Mo S NO)
- Difficulty solving problems that a younger child can do. (Mi Mo S NO)
- Makes the same kinds of errors over and over. (Mi Mo S NO)
• Quickly becomes frustrated and gives up easily. (Mi Mo S NO)
• Trouble making plans. (Mi Mo S NO)
• Trouble completing plans. (Mi Mo S NO)
• Difficulty with organizational skills. (Mi Mo S NO)

Behavioral / Emotional Regulation
• Appears to be under-motivated to perform or behave. (Mi Mo S NO)
• Has trouble getting started with tasks. (Mi Mo S NO)
• Demonstrates signs of over activity (hyperactivity). (Mi Mo S NO)
• Demonstrates signs of impulsivity. (Mi Mo S NO)
• Trouble following rules. (Mi Mo S NO)
• Demonstrates signs of irritability. (Mi Mo S NO)
• Lack of common sense or judgment. (Mi Mo S NO)
• Cannot empathize with the feelings of others. (Mi Mo S NO)

Is argumentative. . (Mi Mo S NO)

Other Executive Functioning Concerns:

Processing Speed, Cognitive Efficiency, & Cognitive Fluency
• Takes longer to complete tasks than others the same age. (Mi Mo S NO)
• Slow reading that makes comprehension difficult. (Mi Mo S NO)
• Homework takes too long to complete. (Mi Mo S NO)
• Requires extra time to complete tests. (Mi Mo S NO)
• Responds slowly when asked questions. (Mi Mo S NO)
• Level of difficulty on timed tests. (Mi Mo S NO)

Difficultly recalling information accurately and quickly. (Mi Mo S NO)

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

Reading: Attention Functions
• Appears distracted while reading. (Mi Mo S NO)
• Misses important details while reading. (Mi Mo S NO)
• Loses track of his/her reading place. (Mi Mo S NO)

Reading: Phonological Processing & Fluency Functions
• Trouble sounding out words. (Mi Mo S NO)
• Can’t remember words without sounding them out. (Mi Mo S NO)
• Reads very slowly. (Mi Mo S NO)

Reading: Comprehension/Memory Functions
• Difficulty understanding what is read. (Mi Mo S NO)
• Difficulty identifying main elements of a story. (Mi Mo S NO)

Reading: Attitudinal Issues
• Indicates boredom with reading. (Mi Mo S NO)
• Appears anxious/uptight/nervous while reading. (Mi Mo S NO)
• Avoids reading activities. (Mi Mo S NO)

Examples of reading concerns observed:

Writing: Graphomotor Output Functions
• Trouble forming letters and words. (Mi Mo S NO)
• Presses too hard with the pencil/pen while writing. (Mi Mo S NO)
• Presses too soft with the pencil/pen while writing. (Mi Mo S NO)
• Others have difficulty reading what the child has written. (Mi Mo S NO)
• Difficulty holding the pencil or pen correctly. (Mi Mo S NO)
• Shows preference for printing over cursive writing. (Mi Mo S NO)
• Writes overly large letters and words. (Mi Mo S NO)
• Writes overly small letters and words. (Mi Mo S NO)
• Takes a long time to write. (Mi Mo S NO)

Writing: Spatial Production Functions
• Demonstrates uneven spacing between words and letters. (Mi Mo S NO)
• Trouble staying on the lines. (Mi Mo S NO)

Writing: Expressive Language Functions
• Loses train of thought while writing. (Mi Mo S NO)
• Limited vocabulary for age; uses lots of easy words. (Mi Mo S NO)
• Difficulty putting ideas into words. (Mi Mo S NO)
• Uses simple sentence structure & lacks variety. (Mi Mo S NO)
• Produces poor spelling in writing. (Mi Mo S NO)
• Poor grammar in writing. (Mi Mo S NO)
• Has trouble coming up with topics to write about. (Mi Mo S NO)

Writing: Attitudinal Issues
• Appears anxious/uptight/nervous while writing. (Mi Mo S NO)
• Avoids writing activities. (Mi Mo S NO)

Examples of writing concerns observed:

Mathematics
• Had difficulty learning addition (Mi Mo S NO)
* Had/has difficulty learning subtraction (Mi Mo S NO)
* Had/has difficulty learning multiplication (Mi Mo S NO)
* Had/has difficulty learning division (Mi Mo S NO)
* Had/has difficulty with fractions (M Mo S NO)
• Avoids math activities. (Mi Mo S NO)
Mathematics: Attitudinal Issues
• Appears anxious/uptight/nervous while doing math. (Mi Mo S NO)
• Avoids math activities. (Mi Mo S NO)
Examples of math concerns observed:

Examples of math concerns observed:

Please add any additional information or concerns that you wish to share.