

# Checklist for Processing Difficulties



## CLIENT (CHILD) INFORMATION

Date: \_\_\_\_\_ Child's Name: \_\_\_\_\_ Observer: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parents: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

## PLACE A CHECKMARK FOR EACH ITEM THAT APPLIES TO THE CHILD

### AUDITORY PROCESSING

- ☐ Male.
- ☐ Normal pure-tone hearing.
- ☐ Difficulty following oral directions – inconsistent responses.
- ☐ Short auditory attention span – fatigues easily.
- ☐ Poor short-term memory.
- ☐ Poor long-term memory.
- ☐ Daydreams – appears not to listen.
- ☐ Difficulty hearing with background noise.
- ☐ Difficulty localizing sounds.
- ☐ Academic and/or speech-language problems.
- ☐ Disruptive behaviors – impulsive, frustrated.
- ☐ Requests repetition – asks “huh”?

### LANGUAGE PROCESSING

- ☐ Word retrieval problems.
- ☐ Neutral, generic language.
- ☐ Misuse of words with a similar phonetic structure.
- ☐ Creative, original language – describes or circumlocutes.
- ☐ Delayed responses – uses fillers.
- ☐ Frequently answers “I don’t know” or “I forgot”.
- ☐ Repeats or rehearses comments.
- ☐ Inconsistency in learning – needs review.
- ☐ Recognizes errors but can’t correct them.
- ☐ Incomplete sentences or thoughts.
- ☐ Pragmatic problems – disruptive behavior.
- ☐ Age-appropriate IQ and vocabulary.  
(academic deficits, learning disabled)

COMMENTS: \_\_\_\_\_

Adapted from: Gail J. Richard, in The Source for Processing Disorders, 2001, East Moline, IL: LinguiSystems, Inc.

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