

BPP Observable Indicators

ACQUISITION OF INFORMATION	
<i>Impacts: Difficulty with perception, receiving information, comprehending, absorbing, linking, encoding, gaining, focused attention, sustained attention, short term memory, phonological processing, ADHD.</i> <i>Friends with Speed of Processing</i>	
Observable Indicator	Possible Sources of Information
Passive off-task behavior	On-off task observation Teacher Interview
Difficulty tracking speaker	Anecdotal observation
Difficulty comprehending speaker	Observations Teacher/Student Interview
Difficulty activating prior knowledge	Observations Teacher/Student Interview
Difficulty with phonological processing	Speech/Language testing (such as CELF)
Difficulty in social peer situations (understanding perceptions of situation)	Teacher/Parent Interviews Observations
Difficulty with comprehension	Standardized achievement subtests (WJ Story Recall and Passage Comprehension) Homework Work Samples
Actively off task (inhibitory control, impulsivity)	Behavior Observations (on/off task) Teacher data Interviews
Student repeats questions	Observations Teacher Interview
Difficulty following directions (multi-step directions)	Observations Teacher Interview
Slow note taking	Work Sample Student/Teacher Interview
Slow response time	Observation Teacher Interview Parent Report
Student is overloaded (shows anxiety)	Observation Teacher/Parent/Student Interview
Missing information in notes	Observations Teacher Interview
Vocabulary deficits	Observations Speech/Language Assessment Information Reading Achievement Data Teacher Interview
Difficulty with non-explicit instructions, expectations, jokes	Observation Teacher/Parent Interview
Often/Easily distracted by stimuli in classroom	Observation Teacher Interview
Difficulty knowing where to look for information	Observation Teacher Interview
Difficulty linking new information with prior knowledge	Teacher/Parent Interview Observation
Frequently asks for help or clarification from teacher and/or peers	Teacher Interview Observation
Needs more repetition than peers to learn new information	Teacher/Parent Interview Observation
Woodcock Johnson Tests of Achievement Subtest Indicators	
Story Recall	Understanding Directions
Passage Comprehension	Applied Problems

Oral Comprehension	Listening Comprehension
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	

MOTOR CONTROL FOR WRITTEN TASKS	
<i>Impacts: Slow effortful writing, poor pencil grip, lack of fluidity/automaticity Friends with Verbal and Non-Verbal Expression</i>	
Observable Indicator	Possible Sources of Information
Difficulty staying on a line when writing	Formal academic assessment OT observation Work samples
Difficulty forming/tracing letters	Formal academic assessment OT observation Work samples
Difficulty filling in agenda or taking notes in class	Student Interview Planner Check Observation
Difficulty writing answers on worksheets	Observations Teacher Interview
Low muscle tone	Observation Teacher Interview
Difficulty coloring (or sloppy coloring)	Pictures, drawings or samples from art class
Poor pencil grip	Teacher interview Observation
Slow fluency in writing	Observation Teacher Interview
Difficulty with fine motor tasks (tying shoes, buttoning clothes, using zipper, etc)	Observation Information from motor evaluation
Difficulty with art or art projects	Observation Teacher Interview
Difficulty writing for longer periods of time (fatigue/soreness)	Observation Teacher Interview
Poor legibility	Work samples Teacher Interview
Significant difference in amt. and quality of work student will do when information must be written vs. presented orally	Student/Teacher Interview Observation Work Samples
Difficulty with keyboarding	Observation
Needs additional time for written tasks	Observation Teacher Interview
Woodcock Johnson Tests of Achievement Subtest Indicators	
Calculation (Observation)	Reading Fluency (Observation)
Math Fluency (Observation)	Spelling (Observation)
Work Fluency (Observation)	Writing Samples
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	

ORGANIZATION	
<i>Impacts: Difficulty with differentiating, ordering, sequencing, categorizing, clustering, time management, planning, associating, mapping, labeling, following directions, webbing, prioritizing, and arranging Friends with Planning and Sequencing</i>	
Observable Indicator	Possible Sources of Information
Difficulty knowing where to start on a page	Anecdotal Observation Work Samples
Lack of organization in personal spaces (locker, desk)	Observation Teacher Interview
Difficulty knowing how to order information	Observation Work samples Student Interview
Difficulty keeping class work or assignments organized	Observations
Difficulty managing time (class work time, late/tardy, takes a while to start assignment)	Observation Teacher/Parent/Student Interview
Student often has missing work (finished work may be in locker)	Teacher Interview
Difficulty knowing what to keep and what to throw away	Observation (Locker/desk full of stuff) Student Interview
Student appears overwhelmed by large tasks/long term assignments	Teacher Interview
Difficulty following a schedule (is late, misses band lessons, mixes up locations)	Teacher/Parent/Student Interview
Student doesn't come to class with appropriate materials/starts assignment after peers because looking for materials	Observation Teacher Interview
Difficulty categorizing items, objects, pictures	Work Samples Teacher Interview Speech/Language Assessment Standardized Achievement Subtests
Difficulty telling a story in sequential order	Teacher/Parent Interview
Difficulty planning and sequencing thoughts on writing assignments	Work samples Teacher Interview
Poor use of daily planner	Check planner Teacher Interview
**Much of this information can be gathered from an organizational or work completion checklist	
Woodcock Johnson Tests of Achievement Subtest Indicators	
Word Fluency	Writing Samples
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Similarities	Picture Concepts
Digit Span	Letter Number Sequencing

PLANNING AND SEQUENCING

*Impacts: Difficulty with planning and sequencing.
Friends with Organization*

Observable Indicator	Possible Sources of Information
Difficulty telling a story in sequence	Work samples Teacher Observation Speech Samples
Difficulty breaking a large project into smaller tasks	Teacher Observation
Difficulty with time management	Observations Interviews
Difficulty solving math problems (especially multi-step problems)	Work Samples Interviews Standardized achievement tests Curriculum based measurements
Difficulty completing long term assignments	Planner checks Teacher grading records
Difficulty understanding/following multi-step directions (sequencing)	WJ Teacher Interview Observations Speech/Language Assessments
Difficulty writing things in order	Work samples Standardized achievement tests
Difficulty sequencing on writing tasks	Teacher observations Work samples Standardized achievement writing tasks
Difficulty with order and spacing	Work samples Standardized achievement writing tasks
Difficulty sequencing numbers	Standardized achievement tests Classroom work sample
Difficulty completing agenda	Planner check Observation
Difficulty with math order of operations	Classroom assignments Standardized achievement Applied Problems subtest
Difficulty with math word problems	Classroom assignments
Difficulty following lunch room procedures	Observation Behavior/Discipline reports
Difficulty following classroom procedures	Observation Teacher Interview Behavior/Discipline Reports
Difficulty prioritizing	Observations Teacher/Parent/Student Interview
Difficulty planning social event	Observation Parent Interview
Difficulty following a recipe or planning a meal	Parent Interview Classroom observation (Home Economics)
Lack of order on homework assignments (jumps around/is not organized on the page)	Work samples
Not bringing the correct material to classes	Observation Grading records Teacher interview
Woodcock Johnson Tests of Achievement Subtest Indicators	
Writing Samples	Quantitative Concepts
Applied Problems	
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Picture Concepts	Digit Span
Letter Number Sequencing	

SPEED OF PROCESSING

Impacts: Difficulty with efficient processing of information, quickly perceiving relationships, working within time parameters, completing simple rote tasks quickly, answering questions quickly-may appear as a time delay or lag, retrieving information from memory quickly, overload and loss of meaning if information is presented too quickly
Friends with Acquisition of Information

Observable Indicator	Possible Sources of Information
Difficulty with timed math facts tests	CBMs Teacher Observation Formal Achievement Test
Long pauses before answering a verbal question	Teacher Observation Assessor Observation Speech/Language Assessments
Slow reading fluency compared to peers	Observations CBMs Standardized achievement subtests
Slow test taking compared to peers	Observations Records District/State Assessments Teacher Interview
Difficulty completing assignments within time limits	Teacher grade book Daily work samples
Misses information during classroom instruction	Daily work Tests Notes Teacher Interview
Difficulty thinking of appropriate words when speaking or writing	Observations Speech/Language Assessment
Lack of participation in class discussion	Observations Teacher Interview
Student answers previous question after class has already moved forward	Observation Teacher Interview
Needs extended testing or assignment time	Teacher observation District and state assessments Incomplete tests
Difficulty with automaticity (letters, numbers, basic math facts)	Teacher observation Formal testing Standardized WJ achievement subtests- Reading Fluency and Math Fluency) Classroom observations
Delayed recognition of social/environmental cues	Interviews Observations
Difficulty with quick retrieval or speed dependent tasks	Observation Teacher Interview Standardized achievement subtests that are timed
Difficulty in rapidly making decisions or completing tasks that are relatively easy or automatic	Observations Teacher Interview
Slow in copying or searching and comparing (ie; copying from the board)	Observation
Slow to perform tasks that require mental manipulation	Observation Teacher Interview Standardized achievement subtests that require manipulation of information
Slow to initiate a task after directions are given	Observation Teacher/Parent Interview
Poor spelling despite relatively strong decoding skills	Teacher Interview

	Review of grading records Reading data
Slow articulation rate/difficulty expressing self	Speech/language assessment Teacher/Parent Interview Observation
Slower to process oral directions or tasks requiring listening comprehension or comprehension in general	Observation Teacher/Parent/Student Interview Standardized achievement subtests related to listening comprehension Speech/Language assessments
Takes an inordinate amount of time to pack up supplies and get ready for next class, etc.	Observations Teacher/Parent/Student Interview
Late to class	Observation Attendance records
Woodcock Johnson Tests of Achievement Subtest Indicators	
Reading Fluency	Math Fluency
Understanding Directions	Writing Fluency
Listening Comprehension	Calculation
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Block Design	Coding
Symbol Search	

TRANSFER OF INFORMATION

Impacts: Difficulty with copying from the board, poor use of space and lines on page, spacing issues before, between and within words

Friends with Verbal and Non-Verbal Expression

Observable Indicator	Possible Sources of Information
Difficulty moving written information from one page to another	Teacher Observation
Difficulty keeping numbers in alignment	Work Samples
Difficulty copying from the board	Work Samples Observation Teacher Interviews
Poor ability to take notes (missing information, sloppy, etc)	Observations Teacher Interview Notes Check
Difficulty transferring information verbatim (classroom note taking, typing class)	Work samples Observation Teacher Interview
Poor use of planners (doesn't write down assignment from board)	Student planner check Teacher Interview
Poor typing (tough time retyping information from screen on typing programs)	Typing samples from keyboarding class Typing speed
Difficulty with multi-step math problems (applying formulas from notes or carrying numbers from one step to another)	Error analysis of standardized math assessment Work Samples
Student's assignments are difficult to read or understand	Look at assignments Teacher/Parent Interviews
Difficulty transferring information from a text book to notes or work processor	Work samples Observation
Difficulty using a bubble sheet or separate answer sheet on tests	Test samples Teacher/Student Interview
Woodcock Johnson Tests of Achievement Subtest Indicators	
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Coding	

VISUAL PROCESSING	
<i>Impacts: Difficulty with spelling (orthographic processing), recognizing patterns or trends in visual information, focusing on fine visual detail, recognizing spatial relationships and characteristics, organizing and recalling visual material, reading connected text as opposed to words lists. More likely to impact math in high school (geometry, trigonometry)</i>	
Observable Indicator	Possible Sources of Information
Difficulty interpreting information from a graph or chart	Teacher Observation Formal academic assessment NWEA
Difficulty recognizing trends in visual information (sequencing patterns)	Standardized WJ achievement subtest- Quantitative Concepts Observation in math classroom Teacher Interview
Difficulty focusing on fine visual detail (attention to small details)	Observation
Difficulty organizing and recalling visual material	Note taking Observation
Difficulty reading connected text as opposed to word lists	Reading achievement data CBMs Observation of oral reading
Difficulty identifying letter/reading/seeing letters	CBMs Standardized WJ achievement subtests- Letter Word ID Student Interview Work Samples
Student adds when should be subtracting	Class work samples Standardized WJ achievement subtests- Calculation and Math Fluency
Difficulty seeing spaces between words or spatial relationships when writing	Work samples
Difficulty reproducing correct letter forms (when not a motor problem)	Work samples Standardized achievement subtest
Difficulty recognizing letters or words in different forms/fonts (visual shape constancy)	Observation Teacher Interview
Difficulty understanding concepts that are visual/directional relationships	Observation Teacher/Parent Interviews Work samples
Difficulty learning shapes, letters, numbers	Observation Parent/Teacher Interview Writing samples
Difficulty organizing work on math assignments (ie; aligning columns)	Observation Work samples Teacher/Student Interview
Difficulty reading non-verbal/social cues	Observation Teacher/Parent Interview
Difficulty time reading analog clock (depending on age)	Observation Teacher/Parent Interview
Woodcock Johnson Tests of Achievement Subtest Indicators	
Letter-Work Identification	Reading Fluency
Calculation	Math Fluency
Passage Comprehension	Applied Problems
Word Attack	Picture Vocabulary
Reading Vocabulary	Quantitative Concepts
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Block Design	Matrix Reasoning

AUDITORY PROCESSING

Impacts: Difficulty with sound-letter correspondence and phonemic awareness skills, accurately perceiving speech and oral language, developing foreign language, developing receptive vocabulary, musicality, accurately hearing information presented orally, and resisting auditory distractions

Observable Indicator	Possible Sources of Information
Difficulty recognizing rhyming words/word families	Work samples
Difficulty with spelling (errors do not make phonemic sense)	Phonics assessment Letter sound correspondence Work samples
Difficulty developing vocabulary	Observation Teacher/Parent Interview Speech/Language Assessment Standardized assessment data
Difficulty accurately hearing information presented orally	Teacher/Parent Interview Work and Test Samples
Difficulty resisting auditory distractions	Observation Teacher/Parent/Student Interview
Delay in answering questions	Observation Teacher/Parent/Student Interview Testing Observation during standardized assessment
Difficulty following oral directions	Observation Teacher/Parent Interview Standardized WJ achievement subtest- Oral Comprehension
Difficulty recognizing different sounds in words (including initial/final consonants)	Reading achievement data Teacher Interview Observation Standardized WJ achievement subtest- Letter Word Identification
Difficulty in a noisy environment, following oral directions, and/or working in groups	Observation Teacher/Parent/Student Interview
Student has expressive language challenges/difficulty expressing self	Observation Teacher/Parent/Student Interview Speech/Language assessment information
Relies on non-verbal language or context clues to assist in language comprehension	Observation Teacher/Parent Interview
Misinterprets idioms, metaphors, sarcasm, and similes	Observation Teacher/Parent/Student Interview Speech/Language assessment information
Increased behavior difficulties in noisy or unstructured settings	Observation Parent/Teacher Interview
Difficulty with multi-person conversation	Observation Parent/Teacher Interview
Difficulty acquiring a foreign language (sound discrimination)	Observation Parent/Teacher Interview Classroom work samples
Difficulty taking correct notes due to hearing the information incorrectly	Student's notes Teacher/Student Interview
Woodcock Johnson Tests of Achievement Subtest Indicators	
Letter-Word Identification	Understanding Directions
Spelling	Applied Problems
Picture Vocabulary	Oral Comprehension

VERBAL AND NON-VERBAL EXPRESSION

Verbal Impacts: Difficulty with reading, acting, reciting, speaking, naming, sharing, showing, and demonstrating
Non-Verbal Impacts: Difficulty with handwriting, copying, tracing, illustrating acting, naming, sharing, showing, demonstrating, gesturing, pointing, creating, drawing and typing
Friends with Transfer of Information and Motor Control for Written Tasks

Observable Indicator	Possible Sources of Information
Difficulty with word finding	Speech/Language assessment data Observations Teacher Interview
Difficulty writing using complete sentence format	Standardized achievement assessment Work samples Teacher Interviews
Difficulty with clarity/organization of verbal answers	Observation Standardized assessment data
Student chooses not to speak (selective mutism)	Observations Parent/Teacher Interview
Difficulty with appropriate speaking fluency (slow or fast)	Observations Parent/Teacher Interviews Speech/Language assessment data
Student is non-verbal or has unintelligible speech	Speech/Language assessment data Parent/Teacher Interview
Difficulty giving speeches/presentations	Observations
Student points to what they want	Observation Speech/Language assessment data
Poor speaking grammar-usage of words and language	Observation Speech/Language assessment data
Difficulty giving verbal answer	Formal assessment Observation Parent/Teacher Interview
Limited use of body language to communicate	Observations Parent/Teacher Interview
Difficulty with games such as Charades or Gestures	Observation Parent/Teacher Interview
Limited vocabulary or over-reliance on same vocabulary words	Observation Parent/Teacher Interview
Others are often confused about what the student says	Observation Parent/Teacher Interview
Difficulty asking questions (explaining what they don't understand or need help with)	Parent/Teacher Interview
Difficulty being expressive when reading orally or in conversation	Observation Parent/Teacher Interview
Difficulty with volume control	Observation Parent/Teacher Interview
Poor eye contact when being spoken to	Observation Parent/Teacher Interview
Poor handwriting	Observation Information from OT evaluation Work samples
Woodcock Johnson Tests of Achievement Subtest Indicators	
Word Fluency	Writing Samples
Picture Vocabulary	Story Recall
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Vocabulary	

WORKING MEMORY

Impacts: Difficulty with language development, phonological and visual-spatial coding, following oral multi-step directions, rote memorization, sequencing or ordering items presented once, comprehension activities (summarizing, predicting, and recalling facts), note taking, and copying (due to divided attention)

Observable Indicator	Possible Sources of Information
Difficulty completing mental math	Work samples Anecdotal Observation
Difficulty re-telling events in sequence after hearing presentation once	Anecdotal observation Observation Formal academic assessment
Difficulty following multi-step directions/needs directions repeated	Observation Work samples Parent/Teacher Interview
Difficulty with comprehension	Reading assessment data Standardized achievement data related to comprehension
Difficulty paraphrasing information	Work samples Teacher Interview Standardized achievement data
Difficulty summarizing	Work samples Teacher Interview
Difficulty with note taking and copying (may have missing pieces)	Observation Teacher/Student Interview Work Samples
Difficulty recalling information to complete a task	Standardized WJ achievement subtest- Applied Problems and Story Recall
Difficulty filling out planner	Planner Check Teacher Interview
Difficulty with calculation (missing steps of the problem, cannot remember order of operations)	CBMs Standardized WJ achievement subtest-Calculation Work samples Teacher Interview
Difficulty counting money	Observation Parent/Teacher Interview
Difficulty predicting	Observation Teacher Interview Reading assessment data
Difficulty sequencing	Work samples Observation Teacher Interview
Difficulty naming classmates	Observation Parent/Teacher Interview
Difficulty manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words	Standardized achievement subtest Reading assessment data
Difficulty simultaneously decoding and retrieving word meanings	Observation Reading assessment data
Difficulty breaking words into phonemes and synthesizing phonemes into new words	Reading assessment data Work samples
Difficulty holding themes or details in mind long enough to obtain the gist or main idea	Reading assessment data Work samples Speech/Language assessment data
Difficulty with re-telling what was read or heard	Observation Parent/Teacher Interview Standardized WJ achievement subtest- Story Recall
Difficulty with rote memorization of facts (memory)	Observation

span)	Teacher Interview
Difficulty with mental math, regrouping, borrowing, and work problems that require translation of words to math procedures	Work samples Standardized achievement subtests Teacher Interviews CBMs
Difficulty with speaking on demand as compared to spontaneous speech	Speech samples Parent/Teacher Interview
Difficulty following the rules of a new game	Observation Parent/Teacher/Student Interview
Difficulty remembering lunch number, locker combination, phone numbers	Observation Parent/Teacher/Student Interview
Difficulty remembering what to bring to class	Observation Teacher/Student Interview Grading records
**Some standardized assessments have specific working memory subtests or composites that may also provide data	
Woodcock Johnson Tests of Achievement Subtest Indicators	
Letter-Word Identification	Story Recall
Understanding Directions	Calculation
Math Fluency	Word Fluency
Passage Comprehension	Applied Problems
Writing Samples	Word Attack
Picture Vocabulary	Oral Comprehension
Reading Vocabulary	Quantitative Concepts
Spelling	Listening Comprehension
Weschler Intelligence Scale for Children Cognitive Subtest Indicators	
Digit Span	Letter-Number Sequencing