

PRESENT LEVEL OF PERFORMANCE FOR _____

COMPLETED BY _____

SUBJECT TAUGHT _____ CURRENT/FINAL GRADE _____

CURRENT STRENGTHS OF THIS STUDENT

1. _____

2. _____

3. _____

CURRENT NEEDS OF THIS STUDENT

1. _____

2. _____

3. _____

ACCOMODATIONS/MODIFICATIONS MADE FOR THIS STUDENT

DOES STUDENT READILY ACCEPT AND/OR USE PREVIOUSLY MENTIONED ACCOMODATIONS/MODIFICATIONS

DOES STUDENT ADVOCATE FOR THEIR NEEDS INDEPENDENTLY _____

GENERAL BEHAVIOR/COOPERATION/LEVEL OF PARTICIPATION OF THIS STUDENT IN YOUR CLASS

ADDITIONAL INFORMATION PERTINENT TO THE SUCCESS OF THIS STUDENT IN YOUR CLASS

Please return to Susan Stieglbauer by _____

Information Processing

Information Processing is the six step process by which a student learns, processes, and applies learned and new information. The MN Dept of Education Information Processing Questionnaire rates a variety of behaviors using the SOAREM information processing model. Skills include: S for Storage, O for Organization, A for Acquisition, R for Retrieval, E for Expression, and M for Manipulation. These areas of processing were assessed by having teachers(s) and parent(s) fill out the information Processing Questionnaire. These behaviors are ranked on a scale from "always to hardly ever."

The scale was completed by:

| Information Processing Area | Area of Difficulty? |
|---|---------------------|
| Acquisition - Ability to take in information through seeing, hearing, reading, touching, or a combination of these. The ability to discriminate between important and non-important information (visually and auditory), learns new things quickly, links new and previously learned information, efficiency and accuracy of learning new materials. | |
| Manipulation - Ability to apply learned information to a new problem and in a variety of settings, can interpret, analyze, summarize and predict, problem solving (!), ability to interpret social cues, is flexible in thinking (can find more than one way to solve a problem), can explain or demonstrate what was learned. | X |
| Organization -Ability to organize physical space (desk, locker, belongings, homework, etc.), ability to organize thoughts, and ideas, ability to sequence information, ability to plan, knowing how to study, completing and handing in assignments, connects old information to newly learned information, ability to see part vs. whole, ability to recognize end goal of assignments. | X |
| Retrieval -Ability to recall information quickly, automaticity with basic facts (such as basic math facts), recognizes know reading vocabulary quickly, remembers previously learned sequences, develops strategies to remember information, performs well on recall/ recognition tests, ability to understand what is needed to solve a problem and what to do with those pieces. | |
| Expression -Ability to express thoughts and ideas through oral and written word, ability to participate in discussions and ask topic-related questions, can read and write fluently, can give multiple step directions, responds to nonverbal communication or cues, go from stated facts to inferences and predictions. | |
| Storage -Short-term memory skills, ability to follow multiple step directing, immediate recall, some mental visualization/ thinking skills, ability to transfer short-term memory to long-term memory in a useful manner. | X |

Discussion:

Information Processing

| Rate your child's performance at home on the following items: | Good | Adequate | Poor | Not Applicable |
|---|------|----------|------|----------------|
| Ability to follow two to three step directions (S) | | | | |
| Memory (S) | | | | |
| Organizational Skills (O) | | | | |
| Planning Skills (O) | | | | |
| Understanding what s/he reads (A) | | | | |
| Understands what s/he hears (A) | | | | |
| Ability to learn a new game (A) | | | | |
| Ability to recall events from the school day (R) | | | | |
| Ability to recall events from a special event (R) | | | | |
| Ability to read aloud (R) | | | | |
| Ability to carry on a conversation (E) | | | | |
| Handwriting Skills (E) | | | | |
| Ability to problem solve | | | | |
| Ability to explain something s/he learns (M) | | | | |
| Ability to assemble or repair things (M) | | | | |
| Artistic ability (M) | | | | |
| Knows basic math facts (R) | | | | |