

INFORMATION PROCESSING OBSERVATION FORM

Student's Name: Brendan Dassey
 Grade: 10
 Completed By: Marci Kuhn
 Date: 9/16/05

Please complete this form based on student behaviors and skills that you have observed over the past 30 days.
 ✓Check the column that most closely describes the observed student levels of information processing skill.

Information Processing Skill	Always or Frequently	Sometimes (About 1/2 the time)	Seldom or Almost Never	Comments
Storage				
Remembers multi-step directions				
Recalls information				
Retains sequences				
Other				
Organization				
Integrates new information with prior knowledge				only have had 3 of none have been turned in
Completes assignments			✓	
Uses planning skills				
Aligns work spatially				
Sequences information				
Other				
Acquisition				
Sustains attention				
Obtains information auditorally				
Obtains information visually				
Decodes words phonetically				
Processes information automatically				
Obtains information by touching				
Obtains information through multi-sensory approach				
Can discriminate visually				
Other				
Retrieval				
Responds in acceptable amount of time		✓		
Has strategies to help recall information				
Can name and label				
Counts and calculates automatically				
Recalls sequential steps for tasks				
Recalls sounds associated with letters				
Other				

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Information Processing Skill	Always or Frequently	Sometimes (About 1/2 the time)	Seldom or Almost Never	Comments
Expression:				
Demonstrates oral fluency			✓	
Participates in class discussion			✓	
Asks understandable questions/gives answers related to content				
Counts and calculates automatically				
Manipulation:				
Applies learned information to new situations-generalizes learning				
Infers information				
Summarizes information				
Interprets information				
Analyzes and solves problems of varying complexity				
Differentiates details from key concepts				
Demonstrates problem-solving skills				
Other				

Briefly describe how the observed behavior relates to the student's academic functioning. How does the student's processing help explain academic achievement delays?

I have only had Brendan in class for 10 days. Brendan arrives to class on time w/ appropriate materials. He sits quietly & does not interact w/ peers. He will respond when called on by teacher if he knows the answer, if not he shrugs his shoulders. Brendan is expressionless - no facial expression, seemingly blank stare possibly indicating day dreaming.