



**Neuropsychological Processing Concerns  
Checklist for School-Aged Children & Youth –  
Third Edition (NPCC-3)**

**Daniel C. Miller, Ph.D., ABPP, ABSNP**

**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 Address (if different from student's):			
City:	State:	Zip Code:	
Parent/Guardian's Phone #s:	Home:	Work:	Cell:

**Reasons for Referral**

Who referred the student?
From (Institution/Affiliation or Professional or Parent/Guardian):
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: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Teacher <input type="checkbox"/> Other – specify:			
Street Address:			
City:	State:	Zip Code:	
Day Telephone:	Evening Telephone:	Cell Phone:	

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Sensorimotor Functions</b>	Not Observed	Mild	Moderate	Severe
<b>Basic Sensory Deficits</b>				
• Difficulty with pitch discrimination (tone deaf).				
• Difficulty with simple sound discrimination.				
• Known or suspected hearing acuity problems.				
• Difficulty identifying basic colors (color blind).				
• Difficulty smelling or tasting foods.				
• Less sensitive to pain and changes in temperature.				
• Complains of loss of sensation (e.g., numbness).				
<b>Motor Functioning Difficulties</b> <b>Circle right (R), left (L) or both right &amp; left (B) as applicable</b>				
• 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.				
<b>Visual Motor Functioning Difficulties</b>				
• Difficulties with drawing or copying.				
• Difficulties with fine motor skills (e.g., using a pencil).				
<b>Neurologically Related Sensorimotor Symptoms</b>				
• Displays odd movements (e.g., hand flapping, toe walking).				
• Displays involuntary or repetitive movements.				
• Ignores one side of the page while drawing or reading.				
• Difficulty with dressing (e.g., buttoning & zipping).				
<b>Sensory Sensitivity Issues</b>				
• Does not like loud noises.				
• Overly sensitive to touch, light, or noise.				

**Examples of sensorimotor concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Visuospatial Processes</b>	Not Observed	Mild	Moderate	Severe
<b>Visual Motor Functioning Difficulties</b>				
• Confusion with directions (e.g., gets lost easily).				
• Shows right-left confusion or confusion with directions (up-down).				
• Difficulties with putting puzzles together.				

**Examples of visuospatial processing concerns observed:**

<b>Auditory Processes</b>	Not Observed	Mild	Moderate	Severe
<b>Phonological / Auditory Processing Difficulties</b>				
• Difficulty with sound discrimination.				
• Difficulty with blending of sounds to form words.				
• Difficulty with basic rhyming activities.				
• Omits sounds when reading or speaking.				
• Substitutes sounds when reading or speaking.				

**Examples of auditory processing concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Learning and Memory Processes</b>	Not Observed	Mild	Moderate	Severe
<b>General Learning Efficiency</b>				
• Difficulty learning new verbal information.				
• Difficulty learning new visual information.				
• Difficulty integrating verbal and visual information.				
<b>Long Term Memory Difficulties</b>				
• Forgets where personal items or school work were left.				
• Forgets to turn in homework assignments.				
• Forgets what happens days or weeks ago.				
• Does well on daily assignments but does not do well on end of the week quizzes.				
• Limited knowledge of basic facts for places, events, and people.				

**Examples of memory and learning concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Executive Functions</b>	Not Observed	Mild	Moderate	Severe
<b>Flexibility in Thinking Difficulties</b>				
• Gets stuck on one activity (e.g., playing video games).				
• Does not seem to hear anything else while watching TV.				
• Difficulty transitioning from one activity to another.				
<b>Planning Difficulties</b>				
• Difficulty with making plans.				
• Quickly becomes frustrated and gives up easily.				
• Difficulty figuring out how to start a complex task.				
• Difficulty sticking to a plan of action.				
<b>Problem Solving and Organizing Difficulties</b>				
• Difficulty solving problems that a younger child can do.				
• Difficulty learning new concepts or activities.				
• Makes the same kinds of errors over and over, even after corrections.				
• Frequently loses track of possessions.				
<b>Behavioral / Emotional Regulation Difficulties</b>				
• Demonstrates signs of over activity (hyperactivity).				
• Does not seem to think before acting.				
• Difficulty following rules.				
• Demonstrates signs of irritability.				
• Lacks common sense or judgment.				
• Cannot empathize with the feelings of others.				

**Examples of executive functioning concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Attentional Facilitators</b>	Not Observed	Mild	Moderate	Severe
<b>Selective or Sustained Attention Difficulties</b>				
• Seems to get overwhelmed with difficult tasks.				
• Difficulty paying attention for a long period of time.				
• Seems to lose place in an academic task (e.g., reading, writing, math).				
• Mind appears to go blank or loses train of thought.				
• Inattentive to details or makes careless mistakes.				

**Examples of attentional concerns observed:**

<b>Working Memory Facilitators</b>	Not Observed	Mild	Moderate	Severe
• Frequently asks for repetitions of instructions/explanations.				
• Trouble following multiple step directions.				
• Loses track of steps/forgets what they are doing amid task.				
• Loses place in the middle of solving a math problem.				
• Loses train of thought while writing.				
• Trouble summarizing narrative or text material.				
• Trouble remembering facts or procedures in mathematics.				

**Examples of working memory concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Speed, Fluency, &amp; Efficiency of Cognitive Processing Facilitators</b>	Not Observed	Mild	Moderate	Severe
<b>Processing Speed and Fluency Difficulties</b>				
• Takes longer to complete tasks than others the same age.				
• Homework takes too long to complete.				
• Requires extra time to complete tests.				
• Responds slowly when asked questions.				
<b>Processing Speed with Accuracy Difficulties</b>				
• Does not do well on timed tests.				
• Difficulty recalling information accurately and quickly.				
<b>Reading Fluency Difficulties</b>				
• Has a limited reading vocabulary.				
• Slow reading that makes reading comprehension poor.				
• Difficulty reading quickly and accurately.				
• Slow and deliberate reader.				
• Difficulty using appropriate phrasing and expression while reading.				
<b>Writing Fluency Difficulties</b>				
• Takes a long time to write even simple sentences.				
• Develops an organized sequence in writing that is easy to follow.				
• Maintains a clear and sustained focus on the main writing topic.				
<b>Mathematics Fluency Difficulties</b>				
• Takes a long time to solve several simple math problems.				
• Difficulty pulling basic math facts out of memory quickly.				

**Examples of speed, fluency, and efficiency of cognitive processing observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Acquired Knowledge: Language Abilities</b>	Not Observed	Mild	Moderate	Severe
<b>Oral Expression Difficulties</b>				
• Slow labored speech.				
• Limited amount of speech.				
• Makes odd or unusual language or vocal sounds.				
• Distorts sounds (e.g., slurring, stuttering).				
• Difficulty finding the right word to say.				
<b>Receptive Language Difficulties</b>				
• Trouble understanding what others are saying.				
• Does not do well with verbal directions.				
• Loses track of what he/she was told to do.				
• Does not follow conversations well.				

**Examples of language concerns observed:**



For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Acquired Knowledge: Reading</b>	Not Observed	Mild	Moderate	Severe
<b>Reading Decoding Difficulties</b>				
• Over relies on sounding out most words when reading; even familiar words.				
• Over relies on memorizing what words look like rather than sounding them out.				
• Substitutes words that sound like the target word (e.g., reading “pear” for “bear”).				
• Substitutes words that mean that same as the word being read, but not the word itself (e.g., reading “truck” for “car”).				
<b>Reading Comprehension Difficulties</b>				
• Difficulty understanding what is read.				
• Difficulty identifying main elements of a story.				
• Appears distracted while reading.				
• Misses important details while reading.				
<b>Reading: Attitudinal Issues</b>				
• Avoids reading activities.				
• Appears anxious/uptight/nervous while reading.				
• Shows no interest in reading for information or pleasure.				

**Examples of reading concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Acquired Knowledge: Writing</b>	Not Observed	Mild	Moderate	Severe
<b>Writing: Spatial Production Functions</b>				
• Demonstrates uneven spacing between words and letters.				
• Trouble staying on the horizontal lines.				
• Others have difficulty reading what the child has written.				
• Trouble forming letters and words.				
• Writes overly large letters and words.				
<b>Writing: Expressive Language Functions</b>				
• Limited vocabulary for age; uses lots of easy words.				
• Difficulty putting ideas into words.				
• Uses simple sentence structure and lacks variety.				
• Produces poor spelling in writing.				
• Poor grammar in writing.				
<b>Writing: Graphomotor Output Functions</b>				
• Difficulty holding the pencil or pen correctly.				
• Presses too soft with the pencil/pen while writing.				
• Writes overly small letters and words.				
• Presses too hard with the pencil/pen while writing.				
• Shows preference for printing over cursive writing.				
<b>Writing: Attitudinal Issues</b>				
• Avoids writing activities.				
• Appears anxious/uptight/nervous while writing.				
• Shows no interest in writing activities.				

**Examples of writing concerns observed:**

For each behavior listed below, put a check mark in the “Not Observed” column if the behavior has not been observed in the past six months for this child. If the behavior has been observed during the past six months, put a check mark in one of the three columns marked Mild, Moderate, or Severe (see descriptors below).

Not observed – behavior not observed in this child.

Mild – behavior occasionally observed in this child.

Moderate – behavior frequently observed in this child.

Severe – behavior almost always observed in this child.

<b>Acquired Knowledge: Mathematics</b>	Not Observed	Mild	Moderate	Severe
<b>Mathematics Computational and Procedural Difficulties</b>				
• Forgets what steps to take when solving math problems (e.g., carrying in addition or borrowing in subtraction).				
• Makes computational errors.				
• Slow in solving math problems.				
• Makes careless mistakes while solving math problems.				
• Does not always pay attention to the math problems signs.				
<b>Mathematics Visual-Spatial Difficulties</b>				
• Difficulty aligning a column of numbers.				
• Difficulty understanding spatial attributes such as size and location of numbers.				
• Difficulty recognizing visual differences in magnitude (e.g., which group of objects has more than another group?).				
<b>Mathematics Verbal Difficulties</b>				
• Difficulty with retrieval of basic math facts.				
• Difficulty solving story problems.				
• Difficulty with counting.				
• Slow in number identification.				
<b>Attitudes Towards Mathematics</b>				
• Appears anxious/uptight/nervous when working with math.				
• Avoids math activities.				
• Show no interest in math.				

**Examples of math concerns observed:**