









Processing Area	Summary	What deficits could look like in class...	Some potential accommodations are...
Expression 	This is the process of ordering thought in a form that can be understood by others and to effectively communicate ideas through language. In order to communicate ideas effectively, one must first understand the verbal content to build their foundation of knowledge.	<ul style="list-style-type: none"> Limited comprehension of new information Delayed vocabulary Lack of age-appropriate background information Reluctance to participate in class discussions 	<ul style="list-style-type: none"> Pre-teach vocabulary and schema Use oral/written sentence frames Incorporate interests within tasks
Conceptualization 	This is a type of thinking we need to use when faced with a new task that cannot be performed automatically. Simply put, this is a problem-solving thought process.	<ul style="list-style-type: none"> Slow to understand new concepts Difficulty with making inferences Difficulty re-organizing information Difficulty recognizing relationships 	<ul style="list-style-type: none"> Overlearning Re-teach concepts Manipulatives Color-coded multi-step anchor charts
Visual Processing 	This is the ability to perceive, analyze, synthesize, manipulate, and transform visual patterns and images, including those generated within one's own mind. The visual aspect applies to processing static characteristics of an image. There is also a spatial component, which processes location and movement.	<ul style="list-style-type: none"> Not perceptive to visual details Difficulty remembering visual information Accidentally skips lines of text when reading Tendency to get lost in the halls of school 	<ul style="list-style-type: none"> Verbally describe graphics Chunked presentation of visuals Enlarged text Manipulatives Meaningful use of colors (color-coding)
Sensory-Motor Skills 	This typically refers to visual-motor integration. Visual-motor integration means having the eyes and hands work together (i.e., hand-eye coordination) to perform a task, such as copying down information from the board.	<ul style="list-style-type: none"> Poor penmanship Very slow with handwriting Noticeably slumped posture when handwriting Reluctance to take notes/copy from the board 	<ul style="list-style-type: none"> Guided notes Speech-to-text Pencil grips Raised and/or wide-lined paper
Phonological Processing 	This involves the ability to hear, manipulate, and remember phonemes (the sounds heard within a word).	<ul style="list-style-type: none"> Difficulty sounding out words Delayed basic reading skills Letter reversals when reading (d & b) Reluctance to read aloud 	<ul style="list-style-type: none"> Text-to-speech Text at instructional level Audio books Multi-sensory phonemic activities Diagraph-diphthong anchor charts
Auditory Processing 	This typically refers to the ability to acquire and hold auditory information in immediate awareness and then use it a few seconds later.	<ul style="list-style-type: none"> Difficulty following multi-step directions/procedures Appears to "tune out" when others are talking Forgetful of content when reading 	<ul style="list-style-type: none"> Chunked listening activities Meaningful visuals Multi-step checklists Short and simple oral directions
Association 	This involves relating what one learns with something one already knows, which helps increase the likelihood the student will remember the new information at a later time. Simply put, this is long-term memory of understood information.	<ul style="list-style-type: none"> Limited retention of previously learned information Difficulty recalling specific words or facts 	<ul style="list-style-type: none"> Overlearning Re-teach concepts Present fewer concepts at once Memory aids (e.g., mnemonics, flowcharts)
Attention 	This involves the ability to initially focus on something, resist distractions, continue to focus over a period of time, and shift focus of attention to different tasks when needed. Attention may also reference processing speed, which is slightly different. Processing speed is the speed it takes someone to perform relatively simple cognitive tasks.	<ul style="list-style-type: none"> Slow to start tasks Easily sidetracked after nearby distractions Difficulty transitioning between tasks Limited attention span for age Slow work completion despite starting on time Demonstrates or reports test anxiety 	<ul style="list-style-type: none"> Preferential seating Peer models Study carrel Extended time Reduced quantity of work Chunked assignments