| **Period** | **Visual Processing** | **Auditory Processing** | **Memory Processing** | **Executive Functioning** | **Expressive / Receptive Language** | **Attention** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** |
| **2** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** |
| **3** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** |
| **4** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** | **Strengths**  **Weaknesses** |
| **Recommended Strategies**  *This list of strategies is not comprehensive* | * Place-markers * Highlighters * Color coding * Mnemonics * Verbal instructions * Audiobooks * Pictures * Manipulatives * Graph paper * Menus * Learning contracts | * Slower rate of speech * Tape recordings * Visual cues * Verbally repeat and summarize * Pre-teach strategies * Written supports | * Mnemonics * Word walls * Chunk information * Visual cues * Graphic organizers * Think-alouds * Manipulatives * Pair oral instruction with visual information * Timers * Checklists * Summarize | * Concept maps * Graphic organizers * Outlines * Vocabulary journals * Word walls * Manipulatives * Tactile strategies * Checklists * Timers * Summarize * Think-alouds * Repetition | * Pictures * Visuals * Model correct grammatical forms * Feedback * Allow think time * Activate prior knowledge * Chunking * Graphic organizers * Checklists * Repeat and summarize | * Checklists * Timers * Manipulatives * Tactile stimulation * Attention cues for focus * Visual cues * Computer assignments * Vary voice tone * Maintain frequent eye contact * Color highlighting * Guided practice * Menus |

**Adapted from: Silva, J. (2004). *Teaching Inclusive Mathematics to Special Learners K-6.* Thousand Oaks, CA: Corwin Press.**

**Thomlinson, C.A., (2007). Maintaining Fidelity to the Model of Differentiation. ASCD Summer Conference on Differentiating Instruction. Salt Lake City, Utah.**