| **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.**