

## Processing Deficits Matrix---

**Connecting Learning Processes with Individualized Strategies:** An example of individualized strategies that will support deficit areas is listed with appropriate skill areas. Most of these skill areas are aligned with the Anchor Standards of the Common Core Standards. The lists are not inclusive and it is important to remember that with most students, processing deficits do not exist alone. Many students have a combination of deficits which will impact decision-making regarding the best strategies to use.

	<b>Listening Tasks</b>	<b>Speaking Tasks</b>	<b>Study Skills/Learning Behaviors</b>	<b>Reading Tasks</b>	<b>Writing Tasks</b>
<b>Visual Processing Deficits</b>	-repeat oral direction -anticipate confusion/provide exemplars	-combine reading w/oral presentation -substitute oral reports for written -When presenting information, use highlighters, bumped lines to create stronger visual of line location	-Color code important information; -Pair verbal and visual information;	-Highlight Separate information on a worksheet; -Multisensory approach to learning -use place-markers for reading charts/tables	-Decrease note-taking from board/screen; Cloze notes -clearly space word-problems on a page -color-code written information -assign a “note-buddy” to help ensure clear and organized writing assignments
<b>Auditory Processing Deficits</b>	-Pair visual and verbal information; -Eliminate distracting sounds;	-model use of appropriate vocabulary -minimize distractions -allow time to respond orally or prepare student with question before soliciting a response	-Gain students’ attention -use visual cues	-use context clues -use repeated reading of texts -preview reading materials -model fluent reading by reading aloud	-visuals & picture cues -use word banks -introduce graphic organizers

<b>Memory-Long-term and Short-term memory</b>	-Use emotional “hooks” to share information Chunk and create visual images to keep information active in short-term memory -Have students verbally repeat/summarize directions, steps or strategies	-Model process of summarizing at strategic points -Teach mnemonic techniques -Teach step-by-step with gradual release of responsibility	-use “student-friendly” study guides -use learning contracts” -use “student-friendly” rubrics/checklists	-Phonics-Daily practice with multi-sensory strategies when learning to spell -- decodable/non-decodable words -Fluency-Repeated reading with a partner-timed practice	-use graphic organizers -use word banks -word banks -tape recorder to record and brainstorm ideas
	Listening Tasks	Speaking Tasks	Study Skills/Learning Behaviors	Reading Tasks	Writing Tasks
<b>Motor Disabilities-Fine Motor and Visual Motor</b>	-allow recorder for lectures -combine visual w/oral presentations of information	-When presenting information, use highlighters, bumped lines to create stronger visual of line location	-use special paper to accentuate location of letters, letter parts on lined paper or organizers -Teach, model, and practice color-coding text for organization	-Model use of graphic organizers and methods of taking ideas from text/graphic organizers and translating them into organized text/sentences	-allow/recommend use of a word processor or assistive technology -incorporate the use of graphic organizers
<b>Attention Deficits</b>	-use emotional hooks -procedural checklists -provide sequential instructions -use repetition of instructions and information	-allow “think-time” when responding to questions	-visual study aids -self-monitoring charts -self-talk strategies -use checklists and visual timers for self-monitoring	-model re-telling, paraphrasing, and summarizing -allow use for multimodal presentation of information	-break down large tasks into smaller chunks -provide opportunities for conferences and feedback

<b>Expressive language Deficits</b>	-use pictorial representations and visuals to support communication of information -teach vocabulary in context	-use sentence stems, "I knew __ was __ because ____" -provide pictures/symbols when communicating -pre-teach vocabulary	-Provide checklists to help students organize information or steps to completing an assignment	-model re-telling, paraphrasing, and summarizing -allow use for multimodal presentation of information	-use visual/graphics to group information and key concepts -explicitly teach common visual patterns within words
<b>Receptive Language Deficits</b>	-Model "think alouds" -provide repetition -paraphrase/summarize key points	-pre-teach vocabulary strategies -use visual/graphic organizers to group information/concepts	-generalize strategies to appropriate situations and reinforce -introduce menus and learning contracts that involve "choice" and student responsibility for learning	-generalize strategies to appropriate situations -repeat, summarize, and or paraphrase reading assignments -have students repeat directions	-provide information in multiple modalities -introduce menus and learning contracts that involve "choice"
<b>Executive Functioning</b>	-verbalize while solving problems and summarize at strategic points	-provide visual models -set goals and rate performance -verbalize while solving problems and summarize at strategic points -use tape recorder to record ideas	-have student specify when he/she will begin task -teach self-talk strategies -use incentive systems to reinforce independent initiation of tasks -note start and stop times when tasks are assigned/completed	-explicitly teach reading comprehension strategies (QAR, DBQ, etc.) -review prior knowledge before teaching new information -model self-monitoring strategies	-provide a stepwise plan to follow during informational, argumentative, or procedural writing assignments -model "Writing Process" strategies - use proof-reading marks/strategies (Capitalization, Organization, Punctuation, Structure-C.O.P.S.)

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.