1. What are processing deficits, and how do these deficits impact how a child learns?
2. What is the difference between accommodations and specialized instruction?
3. What are some effective practices for improving student success?
I can identify characteristics of processing deficits and their impact on learning.

I can identify specialized instruction interventions to help a student compensate for a processing deficit.

I can demonstrate an understanding of student learning profiles and how they can be used to improve student engagement and success.
Processing Areas \((7 + 1 + 1)\)

1) Verbal Reasoning
2) Nonverbal/Fluid Reasoning
3) Short-term Memory
4) Long-term Memory
5) Visual Processing
6) Auditory Processing
7) Processing Speed
8) Executive Functioning
9) Visual-motor Integration
Watch this in action:

**Visual Perception Activity - YouTube**

*Source*: Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop
IDEA Definition

- **Specially Designed Instruction** means adapting, as appropriate to the needs of the eligible child..., the
  - Content
  - Methodology or
  - Delivery of instruction
    - To address the unique needs of the child that result from the child’s disability and
    - To ensure access of the child to the general curriculum, so that the child can meet the educational standards...that apply to all children
What determines Specialized Instruction?

- Knowledge of students’ processing strengths and weaknesses
- Appropriate individualized strategies for processing strengths and weaknesses
What does Specialized Instruction look like?

- Specialized instruction is what the teacher does to instruct a child with a disability based upon the child’s unique, individualized needs.

- Adapting
  - Content
  - Methodology
  - Delivery of Instruction
How do we “adapt, as appropriate to the needs of the eligible child”?

- We must **know** the unique, individualized needs of each child
  - Processing profile – and how that impacts learning
  - Educational impact of medical conditions or sensory issues
  - Strengths and weaknesses
    - Academic achievement
    - Language development/communication
    - Functional skills
    - Behavioral and social skills
    - Emotional development
    - Motor skills
How do we “adapt, as appropriate to the needs of the eligible child”?

- We must ask ourselves:
  - What makes this child different from typical learners?
  - How do I teach this child differently in order to meet his/her needs?

- Students receiving special education services need something different from what all students receive in general education.
What is a “Student Learning Profile”? 

- An effective tool to improve student engagement and success
- An effective tool to communicate students’ strengths and weaknesses
- An effective tool to communicate accommodations and specialized instruction
What does it include?

- Strengths
- Weaknesses
- Accommodations
- Specialized Instruction
What is an Accommodation?

- Accommodations may be **organizational** (e.g., modify instructional day, modify class schedule, more time to pass in hallways, or adjust class environment)…. OR

- **Alternative teacher strategies** (e.g., more time on tests, oral testing, individualize homework, utilize technology, or modify materials)…. OR

- **Modify building climate** for health (e.g., for wheelchair access, administer medications, or accommodate special diets).
Here we go...

- Processing area – what it is…
- Processing area – what it looks like…
- Processing area – what can you do? (Accommodations and/or Specialized Instruction)
- Processing area – academic impact…
Definition: This area refers to the breadth and depth of a person’s acquired knowledge of a culture and the ability to verbally communicate and reason based on this knowledge.

Basically considered as an individual’s knowledge of vocabulary and language proficiency.

NOTE: Usually speech-language pathologists are helpful in remediating this area.
A weakness in verbal reasoning is likely to interfere in the student’s skills for learning vocabulary, comprehending oral and written language, and applying prior knowledge.

You may notice: 1) gaps in skills, 2) problems finding the main idea, 3), offering ‘off topic’ or seemingly random responses, and/or 4) difficulties learning vocabulary

Most obvious classroom indication – WEAK ORAL & WRITTEN EXPRESSION
Student says:

What does that mean!?
Verbal Reasoning - What can you do?

**Accommodations**
- Allow use of graphic organizers
- Provide cues for summarization
- Provide word banks
- Provide a glossary of important terms

**Specialized Instruction**
- Link to prior knowledge
- Teach summarizing strategies
- Pre-teach or preview vocabulary
- Teach vocabulary strategies
- Activate prior knowledge
- Teach use of graphic organizers
- Use semantic mapping
• **Academic Impact**

**Reading Instruction**
- Vocabulary
- Comprehension

**Written expression**
- Idea Development
- Organization
- Conventions
**Skill Set**

- Receptive vocabulary
- Expressive vocabulary

**Specialized instruction**

- Direct instruction
- Vocabulary Strategies (LINC)s
- Metacognitive modeling of specific strategies (e.g. context clues)
- Graphic organizers for visualization
  - Semantic maps, word webs, multiple meaning maps, word sorts
Reading – Comprehension

Watch this in action:

http://www.youtube.com/watch?v=WbLAt2Hc7Rw

Source: Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop
Skill Set

- Literal comprehension
  - Stated meaning explicitly
  - Find the main idea, details

- Inferential comprehension
  - Inferring facts
  - Drawing conclusions
  - Compare/contrast

Specialized instruction

- Direct instruction of comprehension strategies
- Highlighting text, identifying signal words
- Teach questioning techniques formulated to activate thinking
- Direct instruction and metacognitive modeling of summarization, retelling, paraphrasing
- Graphic organizers
- Activate prior knowledge
Direct instruction

- Model techniques
- Use mentor text
- Use questioning techniques
- Use of rubrics
- Graphic organizers
More Specialized Instruction

- Color coding
- Tactile strategy
  - Note cards, sticky notes, scratch paper that can be manipulated
- Individual conference with teacher
- Use of checklists and mnemonic devices
- Mini-lessons to address specific issues
This area refers to the mental operations that an individual uses when faced with a relatively novel task that cannot be performed automatically.

These mental operations may include such tasks as forming and recognizing concepts, perceiving relationships among patterns, drawing inferences, comprehending implications, and/or problem solving.
A deficit in nonverbal reasoning is likely to result in difficulties with creating solutions, solving unique problems, thinking conceptually, drawing inferences, problem-solving through rule application, and generalizing information.

Important skill in developing proficiency in math and social development.

You may notice: 1) difficulties generalizing/making connections, 2) limited problem-solving skills, 3) difficulty seeing the big picture, 4) problems with perspective-taking

Most obvious classroom implications – MISREADS NONVERBAL CUES AND DOESN’T DISPLAY GOOD NUMBER SENSE
Student says:

I don’t see how that works!!
Accommodations

- Provide note taking assistance
- Allow/suggest use of word processor
- Give step-by-step directions presented visually and/or auditorily
- Allow extended time for writing assignments and tests

Specialized Instruction

- Teach student to use procedural checklists for math solution processes
- Teach students to break large tasks into steps – backward plan
- Use metacognitive modeling

Nonverbal Reasoning - What can you do?
• Academic Impact

**Math**
- Calculations
- Algebra
- Problem solving
- Geometry
Math – Calculation

Specialized instruction

- Graphic organizers
  - Checklist, Charts, Venn Diagrams, Mnemonics, Acronym

- Visualization
  - Color coding

- Metacognitive Modeling
  - Procedural checklist, Thinking steps aloud

- Preview
  - Re-teach pre-requisite skills, Drill and practice
• **Math – Algebra**

**Specialized instruction**

- Graphic organizers
  - Checklists, example/non-example

- Visualization
  - Concrete manipulatives
  - Algebra tiles
  - Color coding

- Metacognitive modeling
  - Checklist, think alouds

- Preview
  - Re-teach pre-requisite skills
• Math – Problem solving

Specialized instruction

- Graphic organizers
  - Acronyms (ROPES), checklist

- Visualization
  - Highlight key terms
  - Bar model drawing

- Metacognitive modeling
  - Checklist, Think alouds

- Preview
  - Re-teach pre-requisite skills, Review problem-solving strategies
Math – Geometry

Specialized instruction

- Graphic organizers
  - Checklist, Example/Non-example, Charts, Diagrams, T-charts
- Visualization
  - Color coding, Vocabulary strategies
- Metacognitive modeling
  - Checklist, Think-alouds
- Preview
  - Re-teach pre-requisite skills
Short-term Memory – What is it?

- This area is referring to the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. Short-term memory is a limited-capacity system.

- All learning is considered dependent upon short-term memory.

- Includes the narrow areas of memory span and working memory.
Memory span is important in spelling.

Working memory is important in development of written expression, reading comprehension, and math problem solving.

You may notice: 1) difficulty with multi-step directions/problems, 2) problems copying, 3) difficulty sequencing ideas, 4) trouble with initial mastery of material

Most obvious classroom implication – CAN’T FOLLOW DIRECTIONS
Short-term Memory – You try it
Follow all four instructions below to solve each of the three problems.

1. Multiply the third number in the first row by the seventh number in the third row.

2. Add this result to the fifth number in the second row.

3. Add to this total ten times the fourth number in the third row.

4. Subtract the eighth number in the first row from the result.

Problem 1

| 6 5 8 7 4 5 6 8 4 |
| 3 2 1 9 5 6 4 2 1 |
| 6 5 1 5 1 3 2 3 5 |

Problem 2

| 7 5 4 9 9 5 4 4 1 |
| 2 5 1 4 8 9 6 6 8 |
| 5 7 5 7 5 7 6 8 2 |

Problem 3

| 1 2 3 7 6 5 4 3 2 |
| 8 4 3 2 1 6 5 4 8 |
| 6 5 5 8 1 7 5 12 6 |

Source: http://www.pbs.org/wgbh/misunderstoodminds/math.html
Student says:

I can’t remember what you just said!!!
## Short-term Memory - What can you do?

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Specialized Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide note taking assistance</td>
<td>Summarize information in multiple modalities (Think-Pair-Share)</td>
</tr>
<tr>
<td>Reduce spelling penalty on in-class assignments</td>
<td>Teach mnemonic aids</td>
</tr>
<tr>
<td>Break down tasks into manageable parts</td>
<td>Teach the use of drawings to aid memory</td>
</tr>
<tr>
<td>Allow color coding</td>
<td>Model/think-aloud procedural steps</td>
</tr>
<tr>
<td>Allow use of checklist for step processes</td>
<td>Teach note taking strategies</td>
</tr>
</tbody>
</table>
• Academic Impact

- Written expression
- Reading comprehension
- Math problem solving
Long-term Memory – What is it?

- This area refers to the ability to store information in – and fluently retrieve new or previously acquired information (e.g., concepts, ideas, items, names) from – long term memory.

- It is not considered an individual’s store of acquired knowledge, but rather the efficiency with which this information is initially stored in and later retrieved from long-term memory.
• Effective or ineffective system for storing information for rapid retrieval later

• Possible problems with input (associating new information with prior learning) and with output (retrieving the information when needed)

• Most obvious classroom indication: POOR TEST PERFORMANCE

• Negatively impacts all subjects; is particularly important in developing reading fluency and knowledge of math facts.
Student says:

I can’t recall.....
<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Specialized Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide formula cards, checklists,</td>
<td>Use graphic organizers</td>
</tr>
<tr>
<td>lists of steps</td>
<td>Teach summarization strategies</td>
</tr>
<tr>
<td>Create word banks on appropriate</td>
<td>Teach linking strategies</td>
</tr>
<tr>
<td>areas of tests</td>
<td>Teach color coding techniques</td>
</tr>
<tr>
<td>Use repetition</td>
<td>Model/think aloud procedural steps</td>
</tr>
<tr>
<td>Break tasks into manageable parts</td>
<td></td>
</tr>
</tbody>
</table>
• Academic Impact

- Basic reading
- Math calculation
- Vocabulary
- Factual information

<table>
<thead>
<tr>
<th>2+3=</th>
<th>4×2=</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-3=</td>
<td>4÷2=</td>
</tr>
</tbody>
</table>
Visual Processing – What is it?

- This area is considered the ability to generate, perceive, remember, and think with visual patterns and stimuli.

- These abilities are typically measured by tasks that require the perception and manipulation of visual shapes and form(s) (e.g., seeing letters and numbers correctly is one type of visual-spatial skill that is essential for reading).
Visual Processing – Looks like...

- **Discrimination**
  - Ability to perceive visual patterns.
  - Most obvious classroom indication – **DIFFICULTIES WITH COLOR, SHAPE, SIZE, AND DIRECTION**
  - Can negatively impact letter recognition in reading and letter formation and word spacing in writing.

- **Sequencing**
  - Putting visual information in order.
  - Most obvious classroom indication – **SKIPPING LINES IN READING; NOT STAYING IN CORRECT COLUMN IN MATH**
Visual Processing – You try it

- Auditory and Visual.docx

Source: How Difficult Can This Be?, A Learning Disabilities Workshop; Richard D. Lavoie, © 1989.
Student says:

I can’t copy that right ... and I don’t see what you see!
Visual Processing - What can you do?

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Specialized Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide note taking assistance</td>
<td>active verbalization for best memorization</td>
</tr>
<tr>
<td>Reduce penalty for spelling on in-class assignments</td>
<td>Teach strategies for self-questioning and self-monitoring, verbalizing each step</td>
</tr>
<tr>
<td>Color code information presented visually</td>
<td>Teach use of checklists for math processes</td>
</tr>
<tr>
<td>Provide reading guide</td>
<td>Implement parts-to-whole verbal teaching approach</td>
</tr>
<tr>
<td>Increase white space</td>
<td></td>
</tr>
</tbody>
</table>
• Academic Impact

- Basic reading
- Decoding
- Reading comprehension
- Written expression
- Math calculation
Reading decoding – You try it

• reading decoding.pdf

Source: How Difficult Can This Be?, A Learning Disabilities Workshop; Richard D. Lavoie, © 1989.
• Reading – Decoding

**Specialized instruction**

- Direct instruction in letter/sound
- Use graphic organizers to organize sounds, spelling rules, etc.
- Metacognitive modeling of correct reading, decoding, blending, etc.
- Blending board activities
- Letter tiles, cards
- Overlays
- Tracking
This area is referring to the ability to hear and work with different sounds that combine to form words, and to discriminate small differences in patterns of sound and speech.

Although auditory processing does not require the comprehension of language per se, it is important in the development of language skills.
• Discrimination
  • Ability to identify differences in sounds
  • Implication in the classroom: POOR SPELLING & DIFFICULTY WITH WORDS THAT SOUND SIMILAR

• Sequencing
  • Involves analysis & synthesis of sound(s); breaking words into separate phonemes & blending them together
  • Implication in the classroom – WEAK PHONOLOGICAL AWARENESS.

• Auditory processing is most important in reading and writing up to grade 3.
Sound It Out! (an activity from *Language! Trainer Training*)

<table>
<thead>
<tr>
<th>Read It!</th>
<th>Hint</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SHOCKED CUSSED TOE</td>
<td>person</td>
<td>Jacques Cousteau</td>
</tr>
<tr>
<td>2. SAND TACKLE LAWS</td>
<td>fictional character</td>
<td>Santa Claus</td>
</tr>
<tr>
<td>3. MY GULCH HOARD UN</td>
<td>person</td>
<td>Michael Jordan</td>
</tr>
<tr>
<td>4. MOW BEAD HICK</td>
<td>book</td>
<td>Moby Dick</td>
</tr>
<tr>
<td>5. TALL MISCHIEF HER SUN</td>
<td>person</td>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>6. CHICK HE TUB AN AN US</td>
<td>product</td>
<td>Chiquita Bananas</td>
</tr>
<tr>
<td>7. THOUGH TIGHT AND HICK</td>
<td>thing</td>
<td>The Titanic</td>
</tr>
<tr>
<td>8. AISLE OH VIEW</td>
<td>phrase</td>
<td>I love you</td>
</tr>
<tr>
<td>9. TUB RAID HEAP HUNCH</td>
<td>TV show</td>
<td>The Brady Bunch</td>
</tr>
<tr>
<td>10. CARESS TOUGHER CLUMP US</td>
<td>person</td>
<td>Christopher Columbus</td>
</tr>
<tr>
<td>11. DOCKED HEARSE WHOSE</td>
<td>person</td>
<td>Dr. Seuss</td>
</tr>
<tr>
<td>12. THUMB ILL KEY WAKE OWL LICKS HE</td>
<td>place</td>
<td>The Milky Way Galaxy</td>
</tr>
<tr>
<td>13. AGE ANT HUB BLOWS HEAVEN</td>
<td>fictional character</td>
<td>Agent 007</td>
</tr>
<tr>
<td>14. THESE HOUND DOVE MOO SICK</td>
<td>movie</td>
<td>The Sound of Music</td>
</tr>
<tr>
<td>15. BUCKS SPUN HE</td>
<td>fictional character</td>
<td>Bugs Bunny</td>
</tr>
</tbody>
</table>
Student says:

I don’t think I heard that right!!
Auditory Processing - What can you do?

**Accommodations**
- Note taking assistance
- Simplify oral directions
- Gain student’s attention prior to delivery of information
- Pair visual and auditory cues
- Minimize distractions
- Break tasks into sequential steps

**Specialized Instruction**
- Use multisensory approaches to teach decoding, spelling
- Preview new vocabulary
- Teach students to use strategies and A.T. devices
- Use manipulatives
- Model use of graphic organizers
- Teach memory strategies
• **Academic Impact**

- Phonemic awareness
- Spelling
- Basic reading
- Decoding
- Written expression
- Listening comprehension
• Reading – Phonemic Awareness

**Specialized instruction**
- Model production and manipulation
- Drill and practice
- Use manipulatives
This area is considered the ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration.

This is sometimes referred to as “mental quickness.”

Impairment in this ability reduces the efficiency in performing both automatic operations and more complex operations.
Fluency in performance of cognitive tasks

Most obvious classroom implication—RESPONSE IS SLOWER THAN AVERAGE ON ALL TYPES OF TASKS, REGARDLESS OF ASSIGNMENT OR SUBJECT. Likely to result in fatigue and difficulty completing tasks.

Fluency in reading, writing, and math fluency are connected to processing speed.
Student says:

I’m not done yet!!
Processing Speed - What can you do?

Accommodations
- Note taking assistance
- Simplify oral directions
- Gain student’s attention prior to delivery of information
- Pair visual and auditory cues
- Minimize distractions
- Break tasks into sequential steps

Specialized Instruction
- Teach time management techniques
• Academic Impact

- Reading fluency
- Writing fluency
- Math fluency
The Executive Functions act as the brain’s ‘manager,’ helping us organize sensory information and plan appropriate actions.

- Working Memory
- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Planning/Prioritization
- Organization
- Time Management
- Goal-directed Persistence
- Flexibility
- Metacognition
Executive Functioning

- Working Memory (aka: Forgetful)
- Response Inhibition (aka: Impulsive)
- Emotional Control (aka: Moody)
- Sustained Attention (aka: Distractible)
- Task Initiation (aka: Passive)
- Planning/Prioritization (aka: Can’t separate extraneous from important)
- Organization (aka: Messy)
- Time Management (aka: Late or does not finish)
- Goal-Directed Persistence (aka: Quits)
- Flexibility (aka: Can’t handle change in routine)
- Metacognition (aka: Is not reflective)
• Educational Impact

- Learning skills
- Behavior/Self management
Learning skills

Skill Set

- Organization
- Self-Advocacy
  - Accept/seek help
  - Ask questions to clarify
  - Ask for accommodations
  - Complete makeup work
- Time Management/Task Completion
  - Homework/classwork
  - Time on task
  - Meet deadlines

Specialized instruction

- Graphic organizers
- Checklists, schedules
- Visualization
  - Color coding, highlighting
  - Visual cues
- Formative assessment
  - Self-monitoring charts, rubrics, conferences
- Metacognitive modeling
  - Modeling, role play self-talk strategies
- Previewing
  - Activate prior knowledge
• **Behavior/ Self Management**

**Skill Set**
- Respond appropriately
- Respond with self control
- Personally Manage Stress/Anxiety
- Interact Appropriately with others
- Engage in Learning Tasks and Activities
- Engage in Dialog to Resolve Issues, Develop Skill and Build Self-Worth

**Specialized instruction**
- Graphic Organizers
  - Behavior and visual charts
- Visual Schedule
  - Checklists, Self-recording chart,
- Visualization
  - Model, role play, Visual schedules, color coding
- Metacognitive modeling
  - Model behavior, role play, think-alouds
- Previewing
  - Visual schedule, remind re-teach replacement behavior
Working Memory Deficits Looks Like

- Forgets assignments (what to do and to turn in)
- Forgets materials
- Loses Belongings
- Forgets classroom procedures
- Forgets parts of directions
## What can you do?

### Accommodations
- Use of A.T. – calendars, electronic organizers
- Visual cues
- Visual schedule
- Prepare for transitions
- Break tasks into subtasks with clear deadlines
- Use of timer

### Specialized Instruction
- Use color coding
- Direct Instruction
- Teach social skills
- Teach self monitoring strategies
- Teach organizational strategies
- Teach time management strategies
- Use metacognitive modeling
• Educational Impact

- Learning skills
- Behavior/Self management
Concentration/Attention

- Difficulty remaining on task
- Difficulty focusing attention in distracting situations
- Disruptive behaviors
- Difficulty organizing materials
What can you do?

Accommodations

- Allow preferential seating/defined work space
- Use repetition and check for understanding
- Provide study guides
- Use visual timer
- Allow use of formula cards, checklists, graphic organizers, visual study aides, etc.

Specialized Instruction

- Maintain a structured classroom with defined procedures
- Teach
  - Procedural checklists
  - Visual study guides – color coded
  - Self monitoring charts
  - To do lists
• Educational Impact

- Learning skills
- Behavior/Self management
Difficulties with fine and gross motor tasks and with tracking in reading and math.

Most obvious classroom implication – ILLEGIBLE HANDWRITING AND CLUMSINESS.

Occupational therapists may assist with these problems
What can you do?

Accommodations

- Provide organizational assistance
- Assistive technology
- Provide note taking assistance
- Provide extended time for writing
- Suggest use of graph paper or paper with vertical lines for alignment of problems

Specialized Instruction

- Use highlighters, bumped lines to create stronger visual of line location
- Model use of graphic organizers
- Teach, model and practice color coding text for organization
• Educational Impact

- Written expression
- Reading comprehension
- Math
Individualized Learning Plan

- Develop annually based on strengths and weaknesses
- Communicate student’s needs to teachers
- Collaborate with teachers to address student’s needs
- Identify appropriate strategies to address student’s current needs
What does an Individualized Learning Plan Include?

- Strengths
- Weaknesses
- Accommodations
- Specialized Instruction
Steps to develop Individualized Learning Profile

- Review psychoeducational reports
  - Background
  - Note strengths and weaknesses
  - Recommendations
- Conduct classroom observations
- Get teacher input if available
- Review cumulative folder
- Make changes as needed throughout the year
Basic student information

- Student name
- Date profile complete:
- Eligibility (Disability) :
- IEP End Date:
- Case Manager:
- Last Re-evaluation Date:
Sample - Student strengths:

- Average processing in the areas of non-verbal reasoning, short-term memory, auditory processing, and visual-motor integration.
Sample - Student Weaknesses/Impact in the classroom

- Long-term memory: XXXX may have difficulty storing and retrieving previously experienced information. He may not be able to sustain interest during visual or auditory presentations. He might have difficulty memorizing poems, speeches, facts, and details.

- Visual processing: XXXX may have difficulty copying notes or his notes will be inaccurate. He won’t always be able to sequence plots of stories. He will have difficulty following equations, and may lose his place while reading.

- Processing speed: XXXXX will have trouble transitioning from one task to another. He may also take longer to get task completed.

- Executive functioning: XXXX may procrastinate on assignments. He will have difficulty with self-regulation, and does not always correctly estimate how long a task will take. Attention and focus are also weaknesses in this area.
Sample - Instructional accommodations

- Copy of notes prior to instruction
- Study guides
- Word banks, when appropriate
- Preferential seating
- Breaking things down
- Simplifying complex directions
- Extra time to respond
- Memory aids
- Check for understanding
- Redirection
- Repetition
Sample - Testing accommodations

- Small group setting
- extended time (up to 50%)
- Oral reading
Executive functioning – Direct Instruction of strategies such as self-monitoring and visual imagery, teach Samuel to use agenda, and to break down large assignments.

Long-term memory – summarize information in multiple modalities, teach summarization strategies, teach student how to use graphic organizers, teach linking strategies, model think-aloud procedures, teach student to break large assignment into smaller task.

Visual processing – teach student how to highlight for key points, teach strategies for self-monitoring, teach the use of checklist for math processes.

Processing speed – teach time management strategies
Group student strengths and weaknesses to identify recommended strategies/ instructional techniques

- Lesson plans
- Differentiated instruction,
- Ties to TKES evaluation
Develop processing strengths and weaknesses chart based on needs of all students in class
1. What are processing deficits, and how do these deficits impact how a child learns?
2. What is the difference between accommodations and specialized instruction?
3. What are some effective practices for improving student success?
Richard Lavoie: How Difficult Can This Be? F.A.T. City--A Learning Disabilities Workshop

LD Online  [www.ldonline.org](http://www.ldonline.org)

Misunderstood Minds Online [http://www.pbs.org/wgbh/misunderstoodminds](http://www.pbs.org/wgbh/misunderstoodminds)

*Language!* Teacher Resource Guide, Cambium Learning Group

Processing Deficits, Specialized Instruction and Accommodations: Presentation by Sandy DeMuth and Shelia Autrey

Resources

- Griffin RESA Specialized Instructional Strategies
- Specialized Instruction in the Standards-Based Classroom: Presentation Fayette County ECS
- Specialized Instruction: Making Connections, Cobb County Special Education Department (Spring Leadership GADOE, March 19, 2014)
- Using Learning Profiles to Specialize Instruction for Students in the General Education Setting, Marietta City Schools (IDEAS Conference, June 5, 2014)
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