**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.

<table>
<thead>
<tr>
<th>Visual Processing Deficits</th>
<th>Listening Tasks</th>
<th>Speaking Tasks</th>
<th>Study Skills/Learning Behaviors</th>
<th>Reading Tasks</th>
<th>Writing Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-repeat oral direction -anticipate confusion/provide exemplars</td>
<td>-combine reading w/oral presentation -substitute oral reports for written -When presenting information, use highlighters, bumped lines to create stronger visual of line location</td>
<td>-Color code important information; -Pair verbal and visual information;</td>
<td>-Highlight Separate information on a worksheet; -Multisensory approach to learning -use place-markers for reading charts/tables</td>
<td>-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</td>
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| Auditory Processing Deficits | -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 |

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<th><strong>Memory-Long-term and Short-term memory</strong></th>
<th><strong>Listening Tasks</strong></th>
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<td>- Use emotional “hooks” to share information</td>
<td>- Model process of summarizing at strategic points</td>
<td>- use “student-friendly” study guides</td>
<td>- Phonics-Daily practice with multi-sensory strategies when learning to spell -- decodable/non-decodable words</td>
<td>- use graphic organizers</td>
<td>- Break down large tasks into smaller chunks</td>
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<td>- Chunk and create visual images to keep information active in short-term memory</td>
<td>- Teach mnemonic techniques</td>
<td>- use learning contracts”</td>
<td>- Fluency-Repeated reading with a partner-timed practice</td>
<td>- use word banks</td>
<td>- provide opportunities for conferences and feedback</td>
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<tr>
<td>- Have students verbally repeat/summarize directions, steps or strategies</td>
<td>- Teach step-by-step with gradual release of responsibility</td>
<td>- use “student-friendly” rubrics/checklists</td>
<td>- Motor Disabilities-Fine Motor and Visual Motor</td>
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<td>- allow recorder for lectures</td>
<td>- use emotional hooks -procedural checklists -provide sequential instructions -use repetition of instructions and information</td>
<td>- allow “think-time” when responding to questions</td>
<td>- use special paper to accentuate location of letters, letter parts on lined paper or organizers -Teach, model, and practice color-coding text for organization</td>
<td>- allow/recommend use of a word processor or assistive technology -incorporate the use of graphic organizers</td>
<td>- break down large tasks into smaller chunks</td>
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<td>- combine visual w/oral presentations of information</td>
<td>- When presenting information, use highlighters, bumped lines to create stronger visual of line location</td>
<td>- model re-telling, paraphrasing, and summarizing</td>
<td>- Model use of graphic organizers and methods of taking ideas from text/graphic organizers and translating them into organized text/sentences</td>
<td>- allow use for multimodal presentation of information</td>
<td>- provide opportunities for conferences and feedback</td>
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| Expressive language Deficits | -use pictorial representations and visuals to support communication of information  
- teach vocabulary in context  
- provide 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 |
|---|---|
| Receptive Language Deficits | -Model “think alouds”  
- 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” |
| Executive Functioning | - 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 students 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.) |