

## Processing Chart

Processing Deficits	Manifestations	Strategies
Auditory Sequencing	Confusion with number sequences, lists or lists of directions. Hearing ninety-four instead of forty-nine.	Provide written instructions as reinforcement of oral instruction. Use of visuals with lectures.
Auditory Memory	Difficulty remembering what was heard, difficulty remembering important items from a lecture. Spells poorly.	Provide written instruction to look back on. Don't penalize spelling, just correct. Provide basic outlines of what is being presented.
Visual Sequencing	Problems in using a separate answer sheet. Loses place easily. Problems with reading. Reversing or misreading numbers or letters. Reading words incorrectly. Difficulty with equations.	Read directions aloud. Provide oral instruction. Write on the overhead. Color code things written down. When writing questions on the board, change color every other question.
Visual Memory	Difficulty remembering what was seen. Reading comprehension. Difficulty with math equations. Poor recall of information.	Provide handouts that are clearly written. Provide oral instruction.
Dysgraphia	Inability to form letters correctly- students cannot read their own writing.	Oral tests. Tapes projects.
Visual Motor Integration	Mechanical problems in test taking. Difficulty copying from board or book. Spaces poorly. Poor written work. Unorganized.	Allow use of computer. Tape recorder for lectures. Substitute oral reports. Provide individual written outlines so there are fewer steps to process. In math or science require answers only for calculations. Use graph paper. Have "note check". Provide note-buddy. Lower standards for acceptable writing.
Auditory Discrimination	Often seems to misunderstand. Trouble telling differences between similar sounds or words-seventeen for seventy. Seems to hear but not to listen.	Written lectures to follow. Talk at a slower pace. Give one task at a time.
Auditory Figure Ground	Trouble hearing sounds over background noises.	Sit student near you.
Visual Figure Ground	Trouble seeing an image within competing background. Picking one line of print from another while reading.	Using an index card or marker when reading- to blot out distraction of other words.
Visual Discrimination	Seeing the difference between two similar objects	Clearly spacing words/problems on a page.
Spatial	Loses materials. Late to class.	Provide more time for assignments

Orientation	Difficulty with oral reading. Unorganized homework. Difficulty judging time.	or shorten them. Encourage silent reading. Provide less reading material and more reading time. Provide help in organization.
Expressive Language	Difficulty expressing themselves. May sound "cynical".	Provide opportunities for written reports. Allow adequate time to respond to questions.
Receptive Language	Appears to be "not listening". Incomplete work.	Have students repeat directions back to you for understanding.
Organization	Incomplete assignments. Unorganized notebook/notes.	Provide course syllabus. Provide calendar with weekly plan, include homework. Provide written detailed explanation for projects. For long term projects - have periodic checks (graded or non-graded). Show by example (ready made notebook).