

The following chart identifies if @firstname@ has any significant strengths or weaknesses in how @he/she@ processes information while learning. Information is gathered from multiple sources including parent input, teacher input, student input, cognitive or academic or speech testing and observation data. Letters in parentheses after a statement indicate where the skill was noted. (T)= teacher input; (P)=parent input; (S)=Student; (Ach)=achievement testing; (Apt)=aptitude or cognitive testing; (SL)= speech testing; (O)=observation.

Area	Skill rating	Significant strength items	Significant weakness items
Acquisition of information	Overall, this area is typical/a strength/ a weakness for @firstname@	Comprehend directions presented orally (T) Understand information when presented the first time (T,P,S) Work despite distractions (T,P,S) Link new information to that previously learned (T,P,S) Find key facts or ideas when studying (T) No significant strengths were identified	Comprehend directions presented orally (T) Understand information when presented the first time (T,P,S) Work despite distractions (T,P,S) Link new information to that previously learned (T,P,S) Find key facts or ideas when studying (T) No significant difficulties or weaknesses were identified
Organization	Overall, this area is typical/a strength/ a weakness for @firstname@	Keep classwork organized (T) Have an organized desk or locker (T,P,S) Locate appropriate materials for assignments (T,P,S) Take needed materials to activities or classes (T,P,S) Use an assignment notebook (T) Use a system of organization (i.e. colored folders, accordion binder) (T) No significant strengths were identified	Keep classwork organized (T) Have an organized desk or locker (T,P,S) Locate appropriate materials for assignments (T,P,S) Take needed materials to activities or classes (T,P,S) Use an assignment notebook (T) Use a system of organization (i.e. colored folders, accordion binder) (T) No significant difficulties or weaknesses were identified
Planning and sequencing	Overall, this area is typical/a strength/ a weakness for @firstname@	Prioritize tasks (T,P,S) Obtain information before beginning a writing project/paper (T) Follow a schedule (T,P,S) Write/Create a logical story (T,P,S) Turn in assignments on time (T,P,S) Manage time well (T) Tell a story in the correct order (T) Make notes or an outline before writing (T) Edit/Change papers before turning them in (T) No significant strengths were identified	Prioritize tasks (T,P,S) Obtain information before beginning a writing project/paper (T) Follow a schedule (T,P,S) Write/Create a logical story (T,P,S) Turn in assignments on time (T,P,S) Manage time well (T) Tell a story in the correct order (T) Make notes or an outline before writing (T) Edit/Change papers before turning them in (T) No significant difficulties or weaknesses were identified
Working memory	Overall, this area is typical/a strength/ a weakness for @firstname@	Follow two- and three- step directions (T,P,S) Recall sequential steps to tasks (T) Immediately recall information (T,P) Remember facts, names, labels, etc. (T,P,S) Retell information from materials seen/read (T,P,S) Retell information from materials heard (T,P,S) Understand directions without needing them repeated (T,P,S) No significant strengths were identified	Follow two- and three- step directions (T,P,S) Recall sequential steps to tasks (T) Immediately recall information (T,P) Remember facts, names, labels, etc. (T,P,S) Retell information from materials seen/read (T,P,S) Retell information from materials heard (T,P,S) Understand directions without needing them repeated (T,P,S) No significant difficulties or weaknesses were identified
Visual processing	Overall, this area is typical/a strength/ a	Notice similarities in pictures, letters, numbers, words, and objects (T) Notice differences in pictures, letters, numbers, words, and objects (T,P,S)	Notice similarities in pictures, letters, numbers, words, and objects (T) Notice differences in pictures, letters, numbers, words, and objects (T,P,S)

	weakness for @firstname@	Follow directions presented visually (e.g., demonstrations) (T,P,S) Recognize patterns in visual information (T) Recognize the same word when repeated in a sentence or paragraph (T) Notice visual changes in his/her surroundings (e.g., new bookshelf) (T,P,S) No significant strengths were identified	Follow directions presented visually (e.g., demonstrations) (T,P,S) Recognize patterns in visual information (T) Recognize the same word when repeated in a sentence or paragraph (T) Notice visual changes in his/her surroundings (e.g., new bookshelf) (T,P,S) No significant difficulties or weaknesses were identified
Auditory processing	Overall, this area is typical/a strength/ a weakness for @firstname@	Work despite distracting sounds (T,P,S) Immediately recall information presented vocally (T) Remember previous information presented vocally (T,P,S) Repeat spoken directions when given (T) Listen to stories without having pictures (T) Understand questions and directions without needing them repeated (T,P,S) No significant strengths were identified	Work despite distracting sounds (T,P,S) Immediately recall information presented vocally (T) Remember previous information presented vocally (T,P,S) Repeat spoken directions when given (T) Listen to stories without having pictures (T) Understand questions and directions without needing them repeated (T,P,S) No significant difficulties or weaknesses were identified
Processing speed	Overall, this area is typical/a strength/ a weakness for @firstname@	Count and calculate automatically (T) Respond in an acceptable amount of time (T,P,S) Recall information automatically (T) Complete tasks efficiently (T,P,S) Follow and participate in discussions(T,P,S) Learn new tasks easily (T,P,S) No significant strengths were identified	Count and calculate automatically (T) Respond in an acceptable amount of time (T,P,S) Recall information automatically (T) Complete tasks efficiently (T,P,S) Follow and participate in discussions (T,P,S) Learn new tasks easily (T,P,S) No significant difficulties or weaknesses were identified
Verbal and nonverbal expression	Overall, this area is typical/a strength/ a weakness for @firstname@	Communicate information through speech or gestures (T,S) Communicate information through writing (T) Demonstrate oral fluency (T,P,S) Demonstrate reading fluency (T) Demonstrate writing fluency (T) Respond appropriately to verbal/nonverbal communication (T,P,S) Ask questions or give answers related to context/content (T,P,S) Participate in class (T) No significant strengths were identified	Communicate information through speech or gestures (T,S) Communicate information through writing (T) Demonstrate oral fluency (T,P,S) Demonstrate reading fluency (T) Demonstrate writing fluency (T) Respond appropriately to verbal/nonverbal communication (T,P,S) Ask questions or give answers related to context/content (T,P,S) Participate in class (T) No significant difficulties or weaknesses were identified
Transfer of information	Overall, this area is typical/a strength/ a weakness for @firstname@	Copy information from the board (T) Copy information from books to paper (i.e. math problems) (T,P,S) Align numbers when doing math problems (T) Copy assignments into a planner (T) Write sentences of varying length and complexity (T) No significant strengths were identified	Copy information from the board (T) Copy information from books to paper (i.e. math problems) (T,P,S) Align numbers when doing math problems (T) Copy assignments into a planner (T) Write sentences of varying length and complexity (T) No significant difficulties or weaknesses were identified
Motor control for written tasks	Overall, this area is typical/a strength/ a weakness for	Write for longer periods of time (T) Have good hand-eye coordination (e.g., can use a scissors, button clothes) (T) Print/write letters neatly and legibly (T,P,S) Space letters, words, sentences, or	Write for longer periods of time (T) Have good hand-eye coordination (e.g., can use a scissors, button clothes) (T) Print/write letters neatly and legibly (T,P,S) Space letters, words, sentences, or numbers appropriately (T,P,S)

	@firstname@	numbers appropriately (T,P,S) Color/ paint within the lines of a drawing or a sketch (T,P,S) Type well (T) Write fluently (T) No significant strengths were identified	Color/ paint within the lines of a drawing or a sketch (T,P,S) Type well (T) Write fluently (T) No significant difficulties or weaknesses were identified
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Results indicate @firstname@ has significant strengths in the areas of: ^^^. @firstname@ has a difficult time with the following areas: ^^^. All other areas indicate @firstname@ is able to process at a level which is typical to other peers.

Areas which are a significant strength can sometimes be utilized to assist the student in working through areas that are more difficult. Areas that are typical to other peers are also beneficial to the child's learning process. The areas identified as an area of weakness can potentially have strategies or adaptations in place in order to lessen the impact of the difficulty on academic performance.