

<b>Basic Psychological Process</b> [Type text]	<b>Testing Terms &amp; Data Sources</b>	<b>Accommodation Suggestions</b>
<b>Acquisition of Information</b> Accurately gaining, receiving, and/or perceiving information	<p style="text-align: center;"><b>Sustained Attention</b></p> <p><b>Possible Data Sources:</b>            Conners-3, BPP Checklist, Observations, Observations during Testing, WJIII ACH (Understanding Directions, Story Recall)</p>	<ol style="list-style-type: none"> <li>1. Writing start and stop times on assigned tasks</li> <li>2. Incentive systems</li> <li>3. Breaking tasks into subtasks with short breaks between</li> <li>4. Setting a timer</li> <li>5. Self-monitoring</li> <li>6. Interest-specific content</li> <li>7. Reward at end of task</li> <li>8. Positive attention and praise when on task</li> </ol>
	<p style="text-align: center;"><b>Short-Term Memory</b></p> <p><b>Possible Data Sources:</b>            IQ Short Term Memory Scales, WJIII ACH (Understanding Directions, Story Recall), Observations, BPP Checklists</p>	<ol style="list-style-type: none"> <li>1. Use of storage device (i.e. agenda book, calendar, notebook for to-do lists)</li> <li>2. Use of a cuing system or device (i.e. verbal reminders, alarms, visual cues)</li> <li>3. Placing cues in a prominent place and making them unusual or unexpected</li> <li>4. Self-monitoring of use of cues</li> </ol>
	<p style="text-align: center;"><b>Phonological Processing</b>            (detecting and discriminating differences in phonemes or speech sound)</p> <p><b>Possible Data Sources:</b> WJIII ACH (Sound Awareness) CELF-4 (Phonological Awareness) KTEA-II (Phonological Awareness), Observations</p>	<ol style="list-style-type: none"> <li>1. Increased focus on segmenting and blending sounds</li> <li>2. Work on substituting, deleting, and adding phonemes</li> <li>3. Using manipulative to represent phonemic segments</li> <li>4. Incorporating rhyming into lessons</li> </ol>
	<p style="text-align: center;"><b>Crystallized Intelligence</b>            (The depth and breadth of knowledge and skills that are valued by one's culture)</p> <p><b>Possible Data Sources:</b> IQ Verbal Comprehension Scales, WJIII ACH (Oral Comprehension, Understanding Directions, Academic Knowledge, Picture Vocabulary, Reading Vocabulary, Letter Word ID) CELF-4 (All)</p>	<ol style="list-style-type: none"> <li>1. Teach vocabulary explicitly – write pertinent vocabulary on board</li> <li>2. Provide glossaries or word banks for work and exams</li> <li>3. Check- ins to ensure understanding after lecture</li> <li>4. Provide student with advance organizer or notes in cloze form for new information</li> <li>5. Work to expand student's vocabulary</li> <li>6. Semantic maps</li> </ol>

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<p style="text-align: center;"><b>Organization</b></p> <p>Structuring information, categorization, sequencing</p>	<p style="text-align: center;"><b>Organization</b></p> <p><b>Possible Data Sources:</b> Observations, BPP checklist, BRIEF Organization of Materials Scale</p>	<ol style="list-style-type: none"> <li>1. Teach organizational schemes – cue for use and reinforcement for using them               <ol style="list-style-type: none"> <li>a. Daily Planner</li> <li>b. Folder System</li> <li>c. Template for desk organization</li> </ol> </li> <li>2. Provide supervision with plan for reduced monitoring</li> <li>3. Provide lists of tasks to be accomplished</li> </ol>
	<p style="text-align: center;"><b>Time Management</b></p> <p><b>Possible Data Sources:</b> Observations, BPP checklist, BRIEF Initiate Scale</p>	<ol style="list-style-type: none"> <li>1. Clear schedules with prompts</li> <li>2. Use time limits and reminders for how much time is left</li> <li>3. Cueing devices for time limits</li> <li>4. Building a sense of time urgency</li> <li>5. Self-monitoring of estimated versus actual completion time required for tasks</li> </ol>
	<p style="text-align: center;"><b>Morphographic Processing</b></p> <p>(Knowledge and Processing of words’ smallest units of meaning i.e. prefixes, roots, suffixes)</p> <p><b>Possible Data Sources:</b> Teacher input, observations of reading, observations in testing situation, WJIII ACH (Reading Comprehension)</p>	<ol style="list-style-type: none"> <li>1. Increased focus on prefixes, roots, suffixes</li> </ol>

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<p><b>Planning and Sequencing</b> The ability to plan and sequence</p>	<p><b>Planning</b> <b>Possible Data Sources:</b> BRIEF Plan/Organize Scale, BPP Checklist, Observations</p>	<ol style="list-style-type: none"> <li>1. Provide a schedule</li> <li>2. Use scoring rubrics for assignments</li> <li>3. Break down long projects into defined sub-assignments with deadlines</li> <li>4. Start with much supervision and slowly decrease as skill improves</li> </ol>
	<p><b>Goal Directed Persistence</b> <b>Possible Data Sources:</b> BRIEF Initiate and Monitor Scales</p>	<ol style="list-style-type: none"> <li>1. Involve students in setting goals</li> <li>2. Make goal as real and as visible as possible</li> <li>3. Frequent feedback about goal progress</li> <li>4. Set goals that are achievable and slowly increase amount of time and work required to reach goal</li> <li>5. Revisit the goal frequently</li> </ol>
	<p><b>Problem Solving</b> <b>Possible Data Sources:</b> IQ Fluid Reasoning scales</p>	<ol style="list-style-type: none"> <li>2. Increased opportunities so sort and categorize information and words</li> <li>3. Clearly present rule or procedure and provide concrete examples and, if possible, with hands on opportunities</li> <li>4. Provide help and tools for sorting relevant from irrelevant information</li> <li>5. Make explicit connections between new material and previously learned material</li> <li>6. Teach new information in groups</li> <li>7. Provide a routine or practiced sequence for approaching a difficult task</li> <li>8. Provide students with semantic maps</li> </ol>
	<p><b>Long Term Retrieval – Associative Memory</b> <b>Possible Data Sources:</b> IQ Long Term Storage and Retrieval scales, WJIII ACH (Story Recall Delayed)</p>	<ol style="list-style-type: none"> <li>1. Providing use of cheat sheets to facilitate memory and connections</li> <li>2. Open book tests</li> <li>3. Tests requiring recognition versus recall</li> <li>4. Engage prior knowledge before teaching new topic</li> <li>5. Make explicit connections between new and previously learned material</li> <li>6. Teach use of mnemonic devices</li> </ol>

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<p style="text-align: center;"><b>Working Memory</b></p> <p>Ability to hold information in immediate awareness and use it within a few seconds including the ability to store information long enough to manipulate it</p>	<p style="text-align: center;"><b>Short Term Memory</b> (Use in everyday life)</p> <p><b>Possible Data Sources:</b> BRIEF Working Memory Scale,</p>	<ol style="list-style-type: none"> <li>1. Use of storage device (i.e. agenda book, calendar, notebook for to-do lists)</li> <li>2. Use of a cuing system or device (i.e. verbal reminders, alarms, visual cues)</li> <li>3. Placing cues in a prominent place and making them unusual or unexpected</li> <li>4. Self-monitoring of use of cues</li> </ol>
	<p style="text-align: center;"><b>Working Memory</b> (Cognitive Processing Ability)</p> <p><b>Possible Data Sources:</b> IQ Working Memory scales, WJIII ACH ( Story Recall, Understanding Directions) CELF-4 (Familiar Sequences, Number Repetition-Forward &amp; Backward), Recalling Sentences</p>	<ol style="list-style-type: none"> <li>1. Opportunities for repeated practice</li> <li>2. Teach new material in a meaningful context to help with encoding</li> <li>3. Provide written supports to supplement oral instructions</li> <li>4. Break down instruction steps for student</li> <li>5. Provide visual supports</li> <li>6. Highlight important information</li> <li>7. Teach chunking strategies</li> <li>8. Ensure student’s attention before giving instructions</li> <li>9. Check in with student after directions are given</li> <li>10. When appropriate, focus on sight word vocabulary versus phonetic decoding</li> <li>11. Provide cloze method for notes during an oral lecture</li> <li>12. Teach use of mnemonics</li> </ol>

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<p><b>Visual Processing</b> Ability to perceive, analyze, synthesize, manipulate and think about visual patterns and the ability to form and store a mental representation of an image, visual shape, or configuration over at least a few seconds and then recall it later</p>	<p><b>Visual Processing</b> <b>Possible Data Sources:</b> BPP Checklist, Observations, IQ Visual Processing scales</p>	<ol style="list-style-type: none"><li>1. Focus on concepts such as word length or shape of word when teaching decoding</li><li>2. Provide oral explanations for visual material</li><li>3. Support teaching of spatial concepts through hands-on activities and manipulatives</li><li>4. Use graph paper for math problems to assist with number alignment</li><li>5. Increased opportunities for activities such as puzzles, mazes, and dot-to-dots.</li><li>6. Highlight important information in text</li><li>7. Provide visual markers (i.e. arrows for completing a math problem)</li><li>8. Provide a model to student to copy</li></ol>

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<p style="text-align: center;"><b>Auditory Processing</b></p> <p>Ability to perceive, analyze, synthesize and discriminate between patterns in speech and sound</p>	<p style="text-align: center;"><b>Auditory Processing</b></p> <p><b>Possible Data Sources:</b> WJIII ACH (Sound Awareness), SCAN-3, TAPS-3, BPP Checklist, Observations</p>	<ol style="list-style-type: none"> <li>1. Interventions that focus on phonemic awareness</li> <li>2. Emphasis on sight word vocabulary</li> <li>3. Self-monitoring of reading context (i.e. does this word make sense)</li> <li>4. Provide guided notes</li> <li>5. Supplement oral instructions with written instructions</li> <li>6. Employ clear articulation and preferential seating</li> <li>7. Provide demonstrations and concrete examples for concepts taught orally</li> <li>8. Pre-teach concepts that will be taught orally</li> <li>9. Emphasizing use of context clues</li> <li>10. Teaching root words</li> <li>11. Providing signal to student when instructions will be given</li> <li>12. Using books on tape to increase exposure to language and patterns</li> <li>13. Reduce extraneous noise</li> </ol>

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<p><b>Speed of Processing</b> Perform cognitive tasks fluently and automatically, especially when under pressure to maintain focused attention and concentration</p>	<p><b>Processing Speed</b> <b>Possible Data Sources:</b> IQ Processing Speed Scales, BPP Checklist, Observations, WJIII ACH (Math Fluency)</p>	<ol style="list-style-type: none"><li>1. Repeated practice</li><li>2. Extended time for assignments and tests</li><li>3. Reduce quantity of work required</li><li>4. Increase “wait” time after questions are asked</li><li>5. Choral response reading</li><li>6. Utilize cloze procedure for notes sheets during lectures</li><li>7. Provide oral summaries of reading to supplement comprehension</li><li>8. Speed drills with letters, numbers, math facts, or sight words</li><li>9. Repetition to build speediness</li></ol>

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<p><b>Verbal and Nonverbal Expression</b></p> <p>Communicating information</p>	<p><b>Crystallized Intelligence</b> (The depth and breadth of knowledge and skills that are valued by one's culture)</p> <p><b>Possible Data Sources:</b> IQ Verbal Comprehension Scales, WJIII ACH (Oral Comprehension, Understanding Directions, Academic Knowledge, Picture Vocabulary, Reading Vocabulary, Letter Word ID, Oral Expression composite), CELF-4 (All)</p>	<ol style="list-style-type: none"><li>1. Teach vocabulary explicitly – write pertinent vocabulary on board</li><li>2. Provide glossaries or word banks for work and exams</li><li>3. Check- ins to ensure understanding after lecture</li><li>4. Provide student with advance organizer or notes in cloze form for new information</li><li>5. Work to expand student's vocabulary</li><li>6. Semantic maps</li></ol>

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<p><b>Transfer of Information</b> Moving information from one place to another</p>	<p><b>Organization</b> <b>Possible Data Sources:</b> Observations, BPP checklist, BRIEF Organization of Materials Scale</p>	<ol style="list-style-type: none"> <li>1. Teach organizational schemes – cue for use and reinforcement for using them               <ol style="list-style-type: none"> <li>a. Daily Planner</li> <li>b. Folder System</li> <li>c. Template for desk organization</li> </ol> </li> <li>2. Provide supervision with plan for reduced monitoring</li> <li>3. Provide lists of tasks to be accomplished</li> <li>4. Use graph paper for math problems to assist with number alignment</li> <li>5. Provide visual markers on a page to prompt student where to write and organize responses</li> </ol>
	<p><b>Short Term Memory</b> (Use in everyday life) <b>Possible Data Sources:</b> BRIEF Working Memory Scale,</p>	<ol style="list-style-type: none"> <li>1. Use of a cuing system or device (i.e. verbal reminders, alarms, visual cues)</li> <li>2. Placing cues in a prominent place and making them unusual or unexpected</li> <li>3. Self-monitoring of use of cues</li> </ol>
	<p><b>Working Memory</b> (Cognitive Processing Ability) <b>Possible Data Sources:</b> IQ Working Memory scales, WJIII ACH ( Story Recall, Understanding Directions) CELF-4 (Familiar Sequences, Number Repetition-Forward &amp; Backward), Recalling Sentences</p>	<ol style="list-style-type: none"> <li>1. Provide written supports to supplement oral instructions</li> <li>2. Break down instruction steps for student</li> <li>3. Teach chunking strategies</li> <li>4. Provide cloze method for notes during an oral lecture</li> </ol>
	<p><b>Psychomotor Abilities</b> (Performing body movements with precision and coordination) <b>Possible Data Sources:</b> Observations, BPP Checklists, Beery VMI (usually done by OT)</p>	<ol style="list-style-type: none"> <li>1. Provide wide lined paper with baseline and dotted middle line</li> <li>2. Provide grid or graph paper for math problems</li> <li>3. Provide some type of marker for student to put under line that is being copied (i.e. ruler, sticky note)</li> <li>4. Have student copy math problem in colored pencil then work problem in regular pencil</li> <li>5. Provide a magnified copy of the text for student to copy from</li> </ol>

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<p style="text-align: center;"><b>Motor Control for Written Tasks</b> Ability to use purposeful muscle movement for written tasks</p>	<p style="text-align: center;"><b>Psychomotor Abilities</b> (Performing body movements with precision and coordination)</p> <p style="text-align: center;"><b>Possible Data Sources:</b> Observations, BPP Checklists, Beery VMI (usually done by OT). WJIII ACH (Spelling, Spelling of Sounds, Writing Fluency, Writing Samples)</p>	<ol style="list-style-type: none"> <li>1. Provide wide lined paper with baseline and dotted middle line</li> <li>2. Provide grid or graph paper for math problems</li> <li>3. Provide some type of marker for student to put under line that is being copied (i.e. ruler, sticky note)</li> <li>4. Have student copy math problem in colored pencil then work problem in regular pencil</li> <li>5. Provide a magnified copy of the text for student to copy from</li> <li>6. Provide stress ball for student to manipulate for a few minutes before writing to warm up muscles</li> <li>7. Provide a pencil grip</li> <li>8. Encourage student to use and maintain appropriate posture when writing</li> <li>9. Allow student to respond orally instead of in writing</li> </ol>

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