PPA Version 11 Report

Student: Five Eleven **DOB:** August 29, 2016 **Age:** 8

School: Summit **Grade:** 3rd

Examiner: Dr. Milt Dehn **Evaluation Dates:** 08/24/2025

The Psychological Processing Analyzer (PPA) conducts a cross-battery analysis of psychological processing test scores, analyzes achievement test scores for strengths and weaknesses, and compares achievement scores with related processing scores. The PPA can be used to determine a pattern of strengths and weaknesses (PSW) in both achievement and psychological processes. Statistically significant intra-individual scores are identified for this purpose. When an examinee has both a below average score and an intra-individual weakness, that psychological process or academic skill is labeled as a deficit. When an examinee has both an above average score and an intra-individual strength, that psychological process or academic skill is labeled as an asset.

Definitions of Psychological Processes

Attention includes self-inhibitory processes that allow one to focus, sustain, and divide attention. Difficulties with attentional control are associated with poor academic productivity and with deficient mathematics achievement.

Auditory Processing consists of the processes involved in perceiving, analyzing, synthesizing, and discriminating speech and other auditory stimuli. Auditory processing has strong relations with language and literacy skills.

Executive Functions regulate behavior and cognitive functions during purposeful, goal-directed, problem-solving. Well-developed executive functions are most important for applied academics, such as reading comprehension, mathematics reasoning, and written expression. Academic productivity, such as completing homework, also depends on adequate executive processes.

Fine Motor processes, such as motor planning, are involved in the control and coordination of small muscle movements that occur in the fingers. Fine motor skills affect penmanship, which in turn influences written expression and academic performance.

Fluid Reasoning includes problem solving and deductive and inductive reasoning. Fluid reasoning plays an important role in higher-level, applied academics, such as reading comprehension and mathematics reasoning.

Long-Term Learning is the ability to learn, store, and consolidate new information in long-term memory over periods of time measured in minutes, hours, and days. It includes memory for both verbal and visual-spatial information, such as learning and remembering lists, narratives, visual stimuli, and semantically related information. All types of academic learning and performance depend heavily on long-term learning.

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Long-Term Retrieval is the recall of information stored in long-term memory, especially the efficient retrieval of ideas, words, names, and visual-spatial information. It includes such tasks as rapid automatic naming and retrieval fluency because speed of retrieval is an important measurement aspect. All types of academic learning and performance depend on long-term retrieval.

Oral Language includes the linguistic processes that allow one to communicate effectively, such as the ability to construct meaningful sentences. Oral language development has a strong influence on the acquisition of literacy.

Phonological Processing involves the awareness and manipulation of phonemes, the smallest units of speech that are used to form syllables and words. Basic reading and writing skills, as well as the development of oral expression and listening comprehension, depend heavily on the development of phonological processing.

Processing Speed is how quickly information is processed and how efficiently simple cognitive tasks are executed over a sustained period of time. Adequate processing speed is necessary for successful skill acquisition and for performance in nearly all aspects of academic learning.

Visual-Spatial Processing is the ability to perceive, analyze, synthesize, manipulate, and transform visual patterns and images, including those generated internally. The visual aspect applies to processing static characteristics of an image. The spatial component processes location and movement. Visual-spatial processing has its strongest relationship with mathematics.

Orthographic Processing is the ability to visually recognize and remember printed words and parts of words. It includes the ability to recognize letter sequences and patterns and to spell phonetically irregular words.

Verbal Working Memory manipulates and transforms verbal information that is being held in short-term memory or has been retrieved from long-term memory. Verbal working memory capacity has strong relations with language and literacy skills.

Visual-Spatial Working Memory manipulates and transforms visual-spatial information that is being held in short-term memory or has been retrieved from long-term memory. This type of memory is associated with daily functioning and with mathematics learning and performance.

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PSW Among Processes

Five appears to have average psychological processing aptitudes in Attention, Auditory Processing, Executive Functions, Fine Motor, Fluid Reasoning, Oral Language, Processing Speed, Verbal Working Memory, and Visual-Spatial Working Memory. Five has an above average process score in Visual-Spatial Processing. In contrast, Five has below average process scores in Long-Term Learning, Long-Term Retrieval, Phonological Processing, and Orthographic Processing.

When a process score is significantly different from the predicted score for that process, an intra-individual strength or weakness is indicated. Five has significant intra-individual strengths in Processing Speed and Visual-Spatial Processing. The intra-individual strengths that can be considered an asset include Visual-Spatial Processing. Five has significant intra-individual weaknesses in Long-Term Learning, Long-Term Retrieval, and Orthographic Processing. The intra-individual weaknesses that can be considered deficits include Long-Term Learning, Long-Term Retrieval, and Orthographic Processing.

Differences Between Related Processes

The table labeled 'Pairwise Comparisons of Related Processes' identifies processes that have weaknesses relative to the specific processes they are paired with. These pairwise strengths and weaknesses should not be used for specific learning disability diagnosis. Rather, the table provides in-depth information that should be used for interventions or treatment planning. Only closely related processes are included in the table.

PSW Among Academic Skills

Five appears to have average academic skills in Reading Comprehension, Mathematics Calculation, Mathematics Problem Solving, Written Expression, Oral Expression, and Listening Comprehension. Five has no above average academic skills. In contrast Five has below average academic skills in Basic Reading Skills and Reading Fluency.

When an achievement score is significantly different from the predicted score for that skill, an intra-individual strength or weakness is indicated. Five has a significant intra-individual strength in Mathematics Problem Solving. Five has significant intra-individual weaknesses in Basic Reading Skills and Reading Fluency. Intra-individual weaknesses that can be considered deficits include Basic Reading Skills and Reading Fluency.

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Consistency Between Achievement Scores and Process Scores

When one or more of the processes that strongly influence the development of a specific area of achievement are intra-individual weaknesses, the examinee is likely to have a deficiency in that achievement area. The "Consistency Between Achievement Scores and Process Scores" table compares academic skills and psychological processes that are highly related. Consistency between an achievement score and a process score is indicated by a "No" in the "Significant Difference" column.

Consistency between a process score identified as a significant intra-individual weakness and a related area of deficient achievement provides support for a diagnosis of a specific learning disability. A process score that is significantly lower than a related area of deficient achievement is also evidence for a specific learning disability. When a process score is significantly higher than a deficient area of achievement, the deficiency in achievement cannot be attributed to a weakness in that particular process.

Listed below are those areas of achievement with scores low enough to qualify for a specific learning disability. Along with each eligible area of achievement, related processes that have been identified as significant intra-individual weaknesses are listed whenever the pair of scores is consistent or whenever the related processing weakness is lower than the achievement score. Eligible areas of achievement without any consistent or lower intra-individual processing weaknesses are not listed. The "Consistent Achievement – Process Scores" graph on the next page displays the same consistent pairs along with the scores.

- Basic Reading Skills and Orthographic Processing
- Basic Reading Skills and Long-Term Learning
- Basic Reading Skills and Long-Term Retrieval
- Reading Fluency and Orthographic Processing
- Reading Fluency and Long-Term Learning
- Reading Fluency and Long-Term Retrieval

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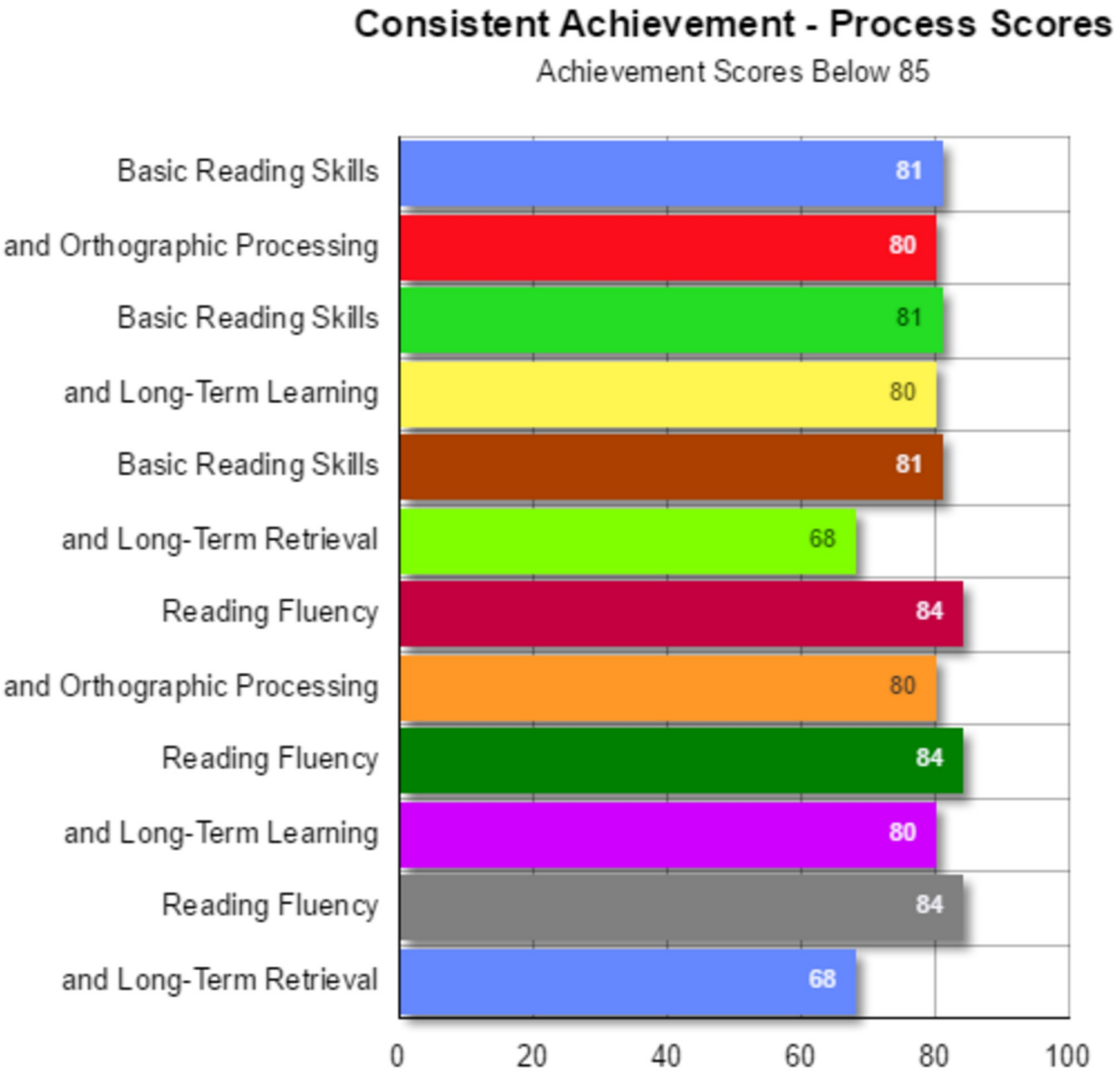

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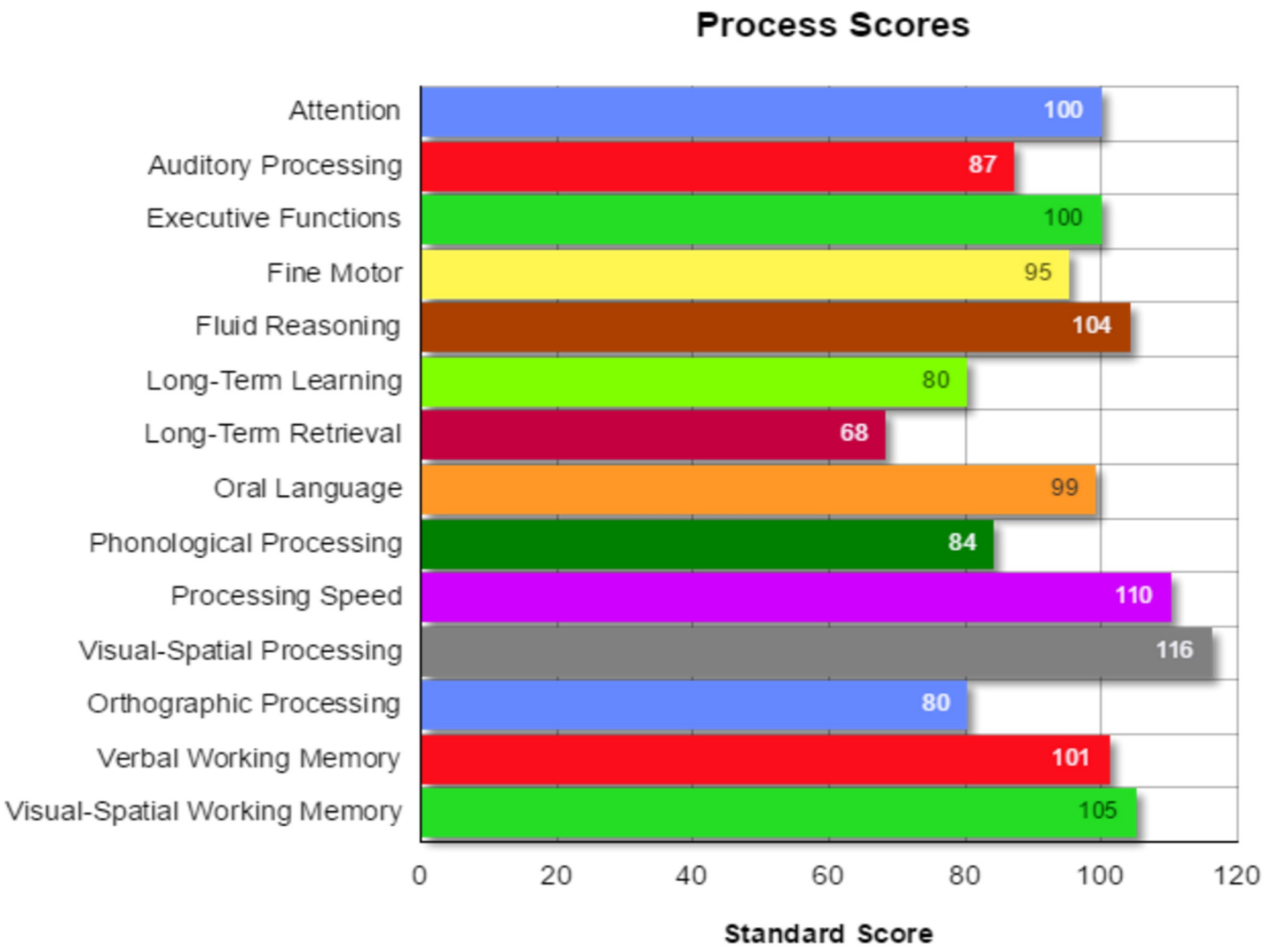

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Processing Strengths and Weaknesses Summary

Psychological Process	Process Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Attention	100	95	5	-	-	-
Auditory Processing	87	96	-9	-	-	-
Executive Functions	100	96	4	-	-	-
Fine Motor	95	95	0	-	-	-
Fluid Reasoning	104	95	9	-	-	-
Long-Term Learning	80	96	-16	W	W	D
Long-Term Retrieval	68	97	-29	W	W	D
Oral Language	99	95	4	-	-	-
Phonological Processing	84	96	-12	-	W	-
Processing Speed	110	95	15	S	-	-
Visual-Spatial Processing	116	94	22	S	S	A
Orthographic Processing	80	96	-16	W	W	D
Verbal Working Memory	101	95	6	-	-	-
Visual-Spatial Working Memory	105	95	10	-	-	-

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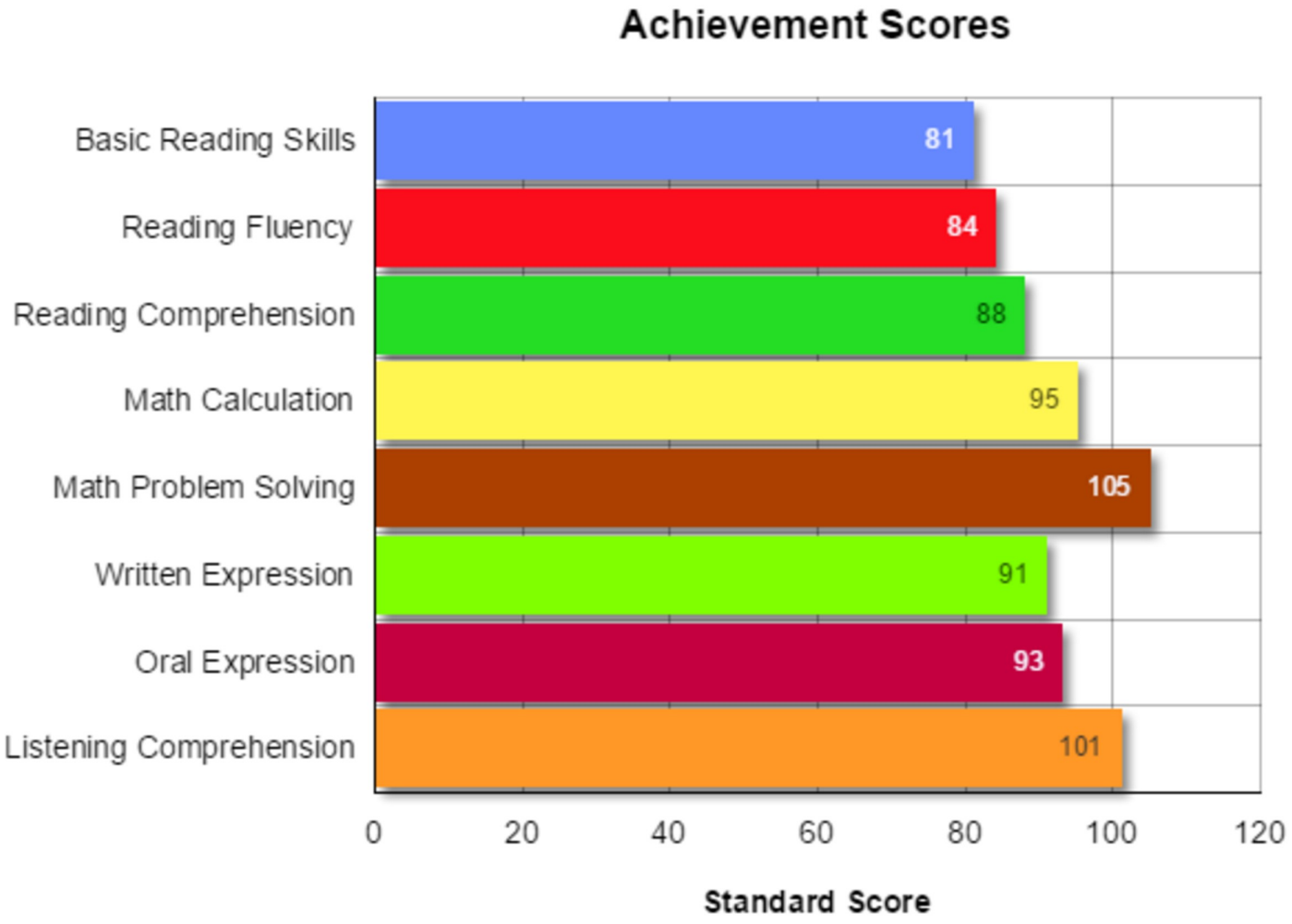

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Achievement Strengths and Weaknesses Summary

Achievement	Achievement Score	Predicted Score	Difference	Intra-Individual S or W	Normative S or W	Asset or Deficit
Basic Reading Skills	81	94	-13	W	W	D
Reading Fluency	84	94	-10	W	W	D
Reading Comprehension	88	93	-5	-	-	-
Mathematics Calculation	95	93	2	-	-	-
Mathematics Problem Solving	105	91	14	S	-	-
Written Expression	91	93	-2	-	-	-
Oral Expression	93	92	1	-	-	-
Listening Comprehension	101	92	9	-	-	-

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Results based on critical values for the .05 level of significance

Process Composites/Subtests

Attention	Obtained Scores	SS
BASC-3 Parent Attention Problems Rater 1	45	107
BASC-3 Parent Attention Problems Rater 2	50	100
BASC-3 Parent Attention Problems Rater 3	55	93
BASC-3 Teacher Attention Problems Rater 1	52	97
BASC-3 Teacher Attention Problems Rater 2	48	103
BASC-3 Teacher Attention Problems Rater 3	50	100

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
100	95	5	-	-	-

Auditory Processing	Obtained Scores	SS
DTAP COMPOSITE	85	85
SCAN-3 A AUDITORY PROCESSING COMPOSITE	90	90
TAPS-4 LISTENING COMPREHENSION	85	85
WJ IV COG AUDITORY PROCESSING	88	88

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
87	96	-9	-	-	-

Executive Functions	Obtained Scores	SS
BRIEF PARENT METACOGNITION	48	103
BRIEF TEACHER METACOGNITION	52	97

Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
100	96	4	-	-	-

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Process Composites/Subtests

Fine Motor	Obtained Scores	SS		Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
FAW GRAPHOMOTOR INDEX	95	95		95	95	0	-	-	-

Fluid Reasoning	Obtained Scores	SS		Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V FLUID REASONING	89	89	NU	104	95	9	-	-	-
WJ V COG FLUID REASONING	120	120							

Long-Term Learning	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V SYMBOL TRANSLATION	80	80	80	96	-16	W	W	D
WJ V COG LONG-TERM STORAGE	81	81						

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Process Composites/Subtests

Long-Term Retrieval	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V COG RAN-READING	65	65	68	97	-29	W	W	D
WJ V COG RETRIEVAL FLUENCY	70	70						

Oral Language	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V ACH ORAL LANGUAGE	99	99	99	95	4	-	-	-

Phonological Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V VTL PHONOLOGICAL AWARENESS	92	92	84	96	-12	-	W	-
WJ V VTL PHONOLOGICAL MANIPULATION	76	76						

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Process Composites/Subtests

Processing Speed	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V PROCESSING SPEED	110	110	110	95	15	S	-	-

Visual-Spatial Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V VISUAL SPATIAL	116	116	116	94	22	S	S	A

Orthographic Processing	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
TOC-2 ORTHOGRAPHIC KNOWLEDGE	82	82	80	96	-16	W	W	D
TOD-C ORTHOGRAPHIC PROCESSING	77	77						

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Process Composites/Subtests

Verbal Working Memory	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V COG AUDITORY WORKING MEMORY CAPACITY	101	101	101	95	6	-	-	-

Visual-Spatial Working Memory	Obtained Scores	SS	Proc. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WISC-V Picture Span	11	105	105	95	10	-	-	-

Cautious interpretation or further assessment is recommended for the psychological process of Fluid Reasoning.

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Achievement Composites/Subtests

Basic Reading Skills	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V ACH BASIC READING SKILLS	81	81	81	94	-13	W	W	D

Reading Fluency	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V ACH READING FLUENCY	84	84	84	94	-10	W	W	D

Reading Comprehension	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WJ V ACH READING COMPREHENSION	88	88	88	93	-5	-	-	-

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Achievement Composites/Subtests

Mathematics Calculation	Obtained Scores	SS
WJ V ACH MATH CALCULATION SKILLS	95	95

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
95	93	2	-	-	-

Mathematics Problem Solving	Obtained Scores	SS
WJ V ACH MATH PROBLEM SOLVING	105	105

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
105	91	14	S	-	-

Written Expression	Obtained Scores	SS
WJ V ACH WRITTEN EXPRESSION	91	91

Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
91	93	-2	-	-	-

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Achievement Composites/Subtests

Oral Expression	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WIAT 4 ORAL LANGUAGE	93	93	93	92	1	-	-	-

Listening Comprehension	Obtained Scores	SS	Ach. Score	Pred. Score	Dif.	Intra-Ind. S/W	Norm. S/W	Asset /Deficit
WIAT 4 LISTENING COMPREHENSION	101	101	101	92	9	-	-	-

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Pairwise Comparison of Related Processes

	Proc. 1 Score	Proc. 2 Score	Dif.	CV (.01 Level)	Sign. Dif.
Attention vs Auditory Processing	100	87	13	17.73	No
Attention vs Executive Functions	100	100	0	13.95	No
Attention vs Orthographic Processing	100	80	20	16.42	Yes
Attention vs Processing Speed	100	110	10	18.15	No
Attention vs Verbal Working Memory	100	101	1	17.31	No
Attention vs Visual-Spatial Working Memory	100	105	5	19.35	No
Auditory Processing vs Oral Language	87	99	12	16.42	No
Auditory Processing vs Orthographic Processing	87	80	7	16.87	No
Auditory Processing vs Phonological Processing	87	84	3	17.31	No
Auditory Processing vs Verbal Working Memory	87	101	14	17.73	No
Auditory Processing vs Visual-Spatial Processing	87	116	29	16.87	Yes
Executive Functions vs Fluid Reasoning	100	104	4	12.84	No
Executive Functions vs Verbal Working Memory	100	101	1	13.95	No
Executive Functions vs Visual-Spatial Working Memory	100	105	5	16.42	No
Fine Motor vs Processing Speed	95	110	15	18.56	No
Fine Motor vs Visual-Spatial Processing	95	116	21	16.87	Yes
Fluid Reasoning vs Verbal Working Memory	104	101	3	16.42	No
Fluid Reasoning vs Visual-Spatial Processing	104	116	12	15.48	No
Fluid Reasoning vs Visual-Spatial Working Memory	104	105	1	18.56	No

CV = Critical Value

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Pairwise Comparison of Related Processes

	Proc. 1 Score	Proc. 2 Score	Dif.	CV (.01 Level)	Sign. Dif.
Oral Language vs Orthographic Processing	99	80	19	14.99	Yes
Oral Language vs Phonological Processing	99	84	15	15.48	No
Oral Language vs Verbal Working Memory	99	101	2	15.96	No
Orthographic Processing vs Phonological Processing	80	84	4	15.96	No
Orthographic Processing vs Verbal Working Memory	80	101	21	16.42	Yes
Orthographic Processing vs Visual-Spatial Processing	80	116	36	15.48	Yes
Orthographic Processing vs Visual-Spatial Working Memory	80	105	25	18.56	Yes
Phonological Processing vs Verbal Working Memory	84	101	17	16.87	Yes
Processing Speed vs Visual-Spatial Working Memory	110	105	5	20.11	No
Long-Term Learning vs Oral Language	80	99	19	13.95	Yes
Long-Term Learning vs Orthographic Processing	80	80	0	14.48	No
Long-Term Learning vs Verbal Working Memory	80	101	21	15.48	Yes
Long-Term Learning vs Long-Term Retrieval	80	68	12	15.96	No
Verbal Working Memory vs Visual-Spatial Working Memory	101	105	4	19.35	No
Long-Term Retrieval vs Orthographic Processing	68	80	12	16.87	No
Long-Term Retrieval vs Visual-Spatial Processing	68	116	48	16.87	Yes
Long-Term Retrieval vs Visual-Spatial Working Memory	68	105	37	19.73	Yes
Visual-Spatial Processing vs Visual-Spatial Working Memory	116	105	11	18.56	No

CV = Critical Value

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Consistency Between Reading Achievement Scores and Process Scores

Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Basic Reading Skills and Auditory Processing	81	87	6	12.12	No	
Basic Reading Skills and Oral Language	81	99	18	10.6	Yes	
Basic Reading Skills and Otrhographic Processing	81	80	1	11	No	W
Basic Reading Skills and Phonological Processing	81	84	3	11.39	No	
Basic Reading Skills and Processing Speed	81	110	29	12.47	Yes	
Basic Reading Skills and Long-Term Learning	81	80	1	10.18	No	W
Basic Reading Skills and Verbal Working Memory	81	101	20	11.76	Yes	
Basic Reading Skills and Long-Term Retrieval	81	68	13	12.12	Yes	W
Reading Fluency and Orthographic Processing	84	80	4	8.82	No	W
Reading Fluency and Phonological Processing	84	84	0	9.3	No	
Reading Fluency and Processing Speed	84	110	26	10.6	Yes	
Reading Fluency and Long-Term Learning	84	80	4	7.78	No	W
Reading Fluency and Long-Term Retrieval	84	68	16	10.18	Yes	W
Reading Comprehension and Auditory Processing	88	87	1	12.82	No	
Reading Comprehension and Executive Functions	88	100	12	9.75	Yes	
Reading Comprehension and Fluid Reasoning	88	104	16	11.76	Yes	
Reading Comprehension and Oral Language	88	99	11	11.39	No	
Reading Comprehension and Long-Term Learning	88	80	8	11	No	W
Reading Comprehension and Verbal Working Memory	88	101	13	12.47	Yes	
Reading Comprehension and Long-Term Retrieval	88	68	20	12.82	Yes	W
Reading Comprehension and Visual-Spatial Working Memory	88	105	17	14.1	Yes	

CV = Critical Value **Int-Ind Weak = Intra-Individual Processing Weakness**

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Consistency Between Mathematics Achievement Scores and Process Scores

Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Mathematics Calculation and Attention	95	100	5	11	No	
Mathematics Calculation and Executive Functions	95	100	5	7.78	No	
Mathematics Calculation and Fluid Reasoning	95	104	9	10.18	No	
Mathematics Calculation and Processing Speed	95	110	15	11.76	Yes	
Mathematics Calculation and Long-Term Learning	95	80	15	9.3	Yes	W
Mathematics Calculation and Verbal Working Memory	95	101	6	11	No	
Mathematics Calculation and Long-Term Retrieval	95	68	27	11.39	Yes	W
Mathematics Calculation and Visual-Spatial Processing	95	116	21	10.18	Yes	
Mathematics Calculation and Visual-Spatial Working Memory	95	105	10	12.82	No	
Mathematics Problem Solving and Executive Functions	105	100	5	9.3	No	
Mathematics Problem Solving and Fluid Reasoning	105	104	1	11.39	No	
Mathematics Problem Solving and Oral Language	105	99	6	11	No	
Mathematics Problem Solving and Processing Speed	105	110	5	12.82	No	
Mathematics Problem Solving and Long-Term Learning	105	80	25	10.6	Yes	W
Mathematics Problem Solving and Verbal Working Memory	105	101	4	12.12	No	
Mathematics Problem Solving and Long-Term Retrieval	105	68	37	12.47	Yes	W
Mathematics Problem Solving and Visual-Spatial Processing	105	116	11	11.39	No	
Mathematics Problem Solving and Visual-Spatial Working Memory	105	105	0	13.79	No	

CV = Critical Value **Int-Ind Weak = Intra-Individual Processing Weakness**

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Consistency Between Achievement Scores and Process Scores

Significant .05 Pairwise Comparisons

	Ach. Score	Proc. Score	Dif.	CV (.05)	Sign. Dif.	Int-Ind Weak
Listening Comprehension and Auditory Processing	101	87	14	14.7	No	
Listening Comprehension and Executive Functions	101	100	1	12.12	No	
Listening Comprehension and Long-Term Learning	101	80	21	13.15	Yes	
Listening Comprehension and Oral Language	101	99	2	13.47	No	
Listening Comprehension and Phonological Processing	101	84	17	14.1	Yes	
Listening Comprehension and Processing Speed	101	110	9	14.99	No	
Listening Comprehension and Verbal Working Memory	101	101	0	14.4	No	
Oral Expression and Executive Functions	93	100	7	10.18	No	
Oral Expression and Long-Term Retrieval	93	68	25	13.15	Yes	W
Oral Expression and Oral Language	93	99	6	11.76	No	
Oral Expression and Phonological Processing	93	84	9	12.47	No	
Oral Expression and Processing Speed	93	110	17	13.47	Yes	
Oral Expression and Long-Term Learning	93	80	13	11.39	Yes	W
Oral Expression and Verbal Working Memory	93	101	8	12.82	No	
Written Expression and Attention	91	100	9	11.39	No	
Written Expression and Auditory Processing	91	87	4	11.76	No	
Written Expression and Executive Functions	91	100	9	8.32	Yes	
Written Expression and Fine Motor	91	95	4	11.76	No	
Written Expression and Long-Term Retrieval	91	68	23	11.76	Yes	W
Written Expression and Oral Language	91	99	8	10.18	No	
Written Expression and Orthographic Processing	91	80	11	10.6	Yes	W
Written Expression and Phonological Processing	91	84	7	11	No	
Written Expression and Processing Speed	91	110	19	12.12	Yes	
Written Expression and Long-Term Learniing	91	80	11	9.75	Yes	W
Written Expression and Verbal Working Memory	91	101	10	11.39	No	
Written Expression and Visual-Spatial Processing	91	116	25	10.6	Yes	

CV = Critical Value **Int-Ind Weak = Intra-Individual Processing Weakness**

Student: Five Eleven **DOB:** August 29, 2016 **Age:** 8

School: Summit **Grade:** 3rd

Examiner: Dr. Milt Dehn **Evaluation Dates:** 08/24/2025

Recommendations for Intra-Individual Processing Weaknesses

Recommendations are provided for each processing area that was identified as a significant intra-individual weakness.

Long-Term Learning

1. Long-term recall for new learning will improve if elaboration occurs during the learning process. Elaboration is the process of connecting new learning to related prior knowledge. Instructors can support elaboration by using advance organizers, previewing the information, and helping Five think about how the new information relates to his prior knowledge and how the new information is personally relevant.
2. Five should be taught to use rehearsal (subvocal repetition) to memorize. Rehearsal involves repeating information in sequence several times.
3. Five would benefit from multiple reviews on a regular basis. For example, new material should be reviewed a day later, three days later, and a week later.
4. When memorizing verbal information, it may be helpful for Five to visualize the verbal information by picturing the information or creating mental images.
5. During new learning activities minimize distractions and allow Five to take frequent breaks.

Long-Term Retrieval

1. Teach Five how to use a self-testing approach when reviewing and studying for exams. Self-testing is effective because Five must retrieve, or at least make an effort to retrieve, the information instead of just reading it over.
2. Prompt and cue Five as needed to support his/her retrieval.
3. Offer Five recognition types of tests, such as multiple choice or a word bank.
5. Allow Five more time to process and retrieve information, such as extra time formulating an oral response. Extended time on exams is also an appropriate accommodation.

Orthographic Processing

1. When teaching sight words and spelling, help Five recognize similar spelling patterns in words and also distinguish spelling patterns among words that sound similar but are spelled differently.
2. A “Word Families” approach should be used to teach Five phonetically similar words. For example, all the words that end with the “at” sound, such as in cat, should be read and reviewed as a group of words.
3. When teaching and practicing common sight words, discourage Five from trying to sound out the word.

Rather encourage him to look at the word and try to recognize it as a whole.
4. Have Five practice segmenting words into syllables and phonemes.
5. Teach Five morphology so that Five can more easily recognize prefixes, roots, suffixes, blends, and other common parts of words.

Classroom Observations
Difficulty learning new verbal information (LTL)
Difficulty remembering new verbal information (LTL)
Difficulty remembering recent events and experiences (LTL)
Requries lots of review and repetiton to retain new information (LTL)
Slow to retrieve previous learned information (LTR)
Slow to process information and complete tasks (LTR)
Lacks fluently in basic skills (LTR)
Slow to a respond to qustions (LTR)
Poor spelling (OP)
Does not remember words viewed moments earlier (OP)
Does not recognize word parts, such as roots and prefixes (OP)