

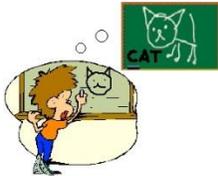
Receptive Language (the “input”): the ability to understand or comprehend language heard or read. This includes the understanding of both words and gestures. Examples: being able to follow directions; understand a story; follow conversation.



Expressive Language (the “output”): Talking; the use of words to convey meaning and messages to others. Examples: describe actions and events, put words together in sentences, use grammar correctly, retell a story, and answer questions.



Retrieval: Thinking of and then saying the word or words needed to express a thought or name an object. Word retrieval difficulties include: substitutions for a targeted word that may be similar (e.g. pellet for pelican), “talking around” the word, descriptions of the target word (e.g. “you eat soup with it” for spoon), use of fillers (e.g. “um” and “well, uh”), vague words/pronouns (e.g. stuff, thing), self-corrections (e.g. “. . . a spoon . . I mean a fork”), gestures to replace a target word (e.g. the thing where you go like this [gesture]), and extra verbalizations (e.g. “oh, I know that . . . hold on . . . it’s a . . .”).



Processing: ability to take in visual and/or auditory information, make sense of it, and respond.



Processing speed involves ability to perform simple/ repetitive tasks quickly and automatically, such packing up at the end of the day or writing your name and the date on a paper.

Working Memory: is like a mental sticky note that keeps track of short-term information. There are two kinds of working memory that work together: auditory memory and visual-spatial memory. Auditory memory records what you’re hearing while visual-spatial memory captures what you’re seeing. Kids with weak working memory skills have difficulty: grabbing and holding on to incoming information, keeping in mind the next step in a task, or staying on task to get to the end result. They may frequently abandon tasks altogether simply because they have lost track of what they are doing.



Attention Difficulties: Brain-based difficulties that may cause trouble with reading, writing, math, organization, concentration, listening comprehension, social skills, motor skills or a combination of these. ***A student with attention difficulties does not mean that they are lazy or that they are a behavior problem.*** The three primary characteristics of ADD/ADHD are inattention, hyperactivity, and impulsivity.



<http://www.helpguide.org/articles/add-adhd/attention-deficit-disorder-adhd-in-children.htm>

Inattentive Traits

- Doesn't pay attention to details
- Makes careless mistakes
- Has trouble staying focused; is easily distracted
- Appears not to listen when spoken to
- Has difficulty remembering things and following instructions
- Has trouble staying organized, planning ahead, and finishing projects
- Gets bored with a task before it's completed
- Frequently loses or misplaces homework, books, toys, or other items

Hyperactive Traits

- Seems unable to sit still (e.g., squirming in his/her seat, roaming around the room, tapping pencil, wiggling feet, and touching everything)
- Appears restless and fidgety
- May bounce from one activity to the next
- Often tries to do more than one thing at once

Impulsive Traits

- Acts without thinking
- Blurts out answers in class without waiting to be called on or hear the whole question
- Can't wait for his or her turn in line or in games
- Says the wrong thing at the wrong time
- Often interrupts others
- Intrudes on other people's conversations or games
- Inability to keep powerful emotions in check, resulting in angry outbursts or temper tantrums
- Guesses, rather than taking time to solve a problem

Executive Function (“the CEO of the brain”): Higher order reasoning and thinking skills enable us to plan, organize, remember things, prioritize, pay attention and get started on tasks. Examples of executive functioning difficulties: does things quickly and messily or slowly and incompletely, has trouble paying attention and is easily distracted, needs to be told the directions many times, has trouble making decisions, has a tough time switching gears from one activity to another.

