

Learning Difficulties and Strategies

COGNITIVE DEFICIT	LIMITATIONS	STRATEGIES AND ACCOMMODATIONS
Long Term Retrieval	Gets general info, not details Retroactive Inhibition Poor associative skills Sequencing difficulties Poor spelling Reading comprehension trouble	Flashcards/Notecards Tutoring/study groups Short, frequent repetitions Learn to make associations Several drafts of essays “Brain Dump” on tests
Short Term Memory	Poor notetaking skills Forgets ideas while writing Affects comprehension Tip of the tongue syndrome Needs visual cues Poor working memory	Tape recorder in class & tutoring Tape recorder for essays Re-read texts Voice input to dump ideas Brainstorm or make story boards Colors (underline unknown ideas)
Processing Speed	Slow reading/word recognition Poor spelling (phonetic pattern) Weak proofreading Slow test taking Reversals, omissions Illegible handwriting Loses place while reading	Extra time on tests Word processor w/ spell checker E-text (visual + auditory) Scantron techniques (post-its) Word prediction software with auditory feedback Read summary first
Auditory Processing	Difficulties with accents Trouble with phonics Poor spelling (visual pattern) Malaprops Takes few notes from lecture Misses the “beauty” of language	Visual supplements Read text before lectures Notecards Word processor w/ spell checker Notetaker Practice active listening skills
Visual-Spatial Thinking	Trouble with visualizing Can’t picture relationships among characters or ideas Poor handwriting Poor spelling (omissions) Trouble with outlining	Study groups to verbalize Verbal study methods Word processor w/ spell checker Point out visual connections Use “blueprint” for outlining Tape recorder
Comprehension and Knowledge	Weak vocabulary Weak reading comprehension Limited word choices Difficulty with lectures May signal memory deficits May relate to lack of education	Vocabulary notebook Thesaurus Multiple drafts of essay Read more E-text (visual + auditory) Electronic speaking speller
Fluid Reasoning	Trouble with Math Difficulty with plot, inferences Limited cognitive flexibility Prefers literal/concrete tasks Weak argument development Doesn’t understand subtle cues	Tutoring/Study groups Ask questions Use multiple input methods Color code within categories Take fewer units per semester Seek feedback regarding essays