

PROCESSING

(based on Illinois State Board of Education, 1990, *Criteria for determining the existence of a specific learning disability: Recommended procedures for identification and assessment*. Springfield, IL).

Attention	The ability to stay on-task by focusing on relevant information, filtering out distractions, and shifting focus as needed.
Automaticity/Speed	The mental capacity to quickly integrate and organize information from the various senses with ease.
Conceptualization	The ability to understand and apply verbal and nonverbal concepts. (Example: recognizing that apples, bananas, and oranges are alike because they are all fruit)
Memory	The ability to retain information. There are many types of memory, such as short-term, long-term, verbal, visual, sequential, and non-sequential.
Monitoring/Self Regulation	The ability to be aware of and to evaluate one's own thoughts and actions.
Organization	The ability to mentally manipulate verbal (involving words) and nonverbal (involving pictures or symbols) information to achieve a coherent structure.
Auditory Perception	The ability to interpret what is heard, which includes such abilities as auditory figure-ground, auditory discrimination, auditory memory, and auditory analysis/synthesis.
Visual Perception	The ability to interpret what is seen, which includes such abilities as visual figure-ground, visual discrimination, visual memory, and visual analysis/synthesis.
Perceptual-Motor	The ability to perceive stimuli received through the various senses and reproduce them with motor movements. Perceptual-motor includes auditory-motor and visual-motor.
Social Perception	The perception of body language and other nonverbal cues (e.g., tone of voice; facial expressions) relating to social communication.