	•		J.,				<i>Notivation</i>	Sensory regulation	Medical/Physical issues		★ Environmental/Cultural	Behavioral regulation	★ Emotional regulation	Allenion		(Absorbing	Input \
					***************************************			ulation	ysical issues		tal/Cultural	egulation	gulation			(Absorbing Information)	Input Variables
	Required for essential	Short-term rote memory	Simple Memory Requires	Literal comprehension		Understanding sounds	Understanding images (visual)	sensory modalities	through auditory, visual, kinesthetic and other	Understanding sensations	Incoming Stimuli	Perception and Basic	Essential Processing			**************************************	
ק ס			Requires					· · · · · · · · · · · · · · · · · · ·						Barriers)	(Learning Processing	Infoughput Variables	
Required for higher-level processing	long-term retrieval	Working memory and	Complex Memory Requires	intermation	Evaluating the	with existing knowledge &	Synthesizing Rlending new information	Analyzing	spatially by:	Reasoning using words, pictures, numbers, and	(laeas and rians)		Higher Level Processing		onic Control	Dies	
Worldly Knowledge	Speed, Accuracy, and	varying degrees of:	Specific tasks may require	bring ideas to plans and	all tasks when asked to	involved to some extent in	Interpersonal Skills, etc.	Mechanical Aptitude	Math	Spelling	Writing	K G COII I G		Speaking	Appropriate Action)	(Performance /Taking	Output Variables

Learning and then performing executive functions tend to be complex (i.e., effectively taking ideas to plans to action). Children who have one or two barriers to learning can typically overcome them (or at least effectively manage them) with short-term interventions. Other children who have multiple barriers may require long-term and intensive types of interventions. © 2009 Gary L. Patrick, Ph.D. & Rosanne Manus, M.A.

Sensory Sensor Motor Perceptual Motor Offactory Tactile Cognition Postura Security Body Scheme Reflex Maturity screen Input Coordination Tye Hand language opening Function Auditory Visual Visual Daily Living Dylawy Awarness of Two Sides of Body Activities Octor Moder Vestibular Academic Suil Real Contro Auditory American POISTER Postural Intellect Planning Motor Proprior Caption Gustatory Development Development System

Pyramid of Learning. (Williams & Shellenbeger, 1-4)

EFFICIENT PROCESSING REQUIRES

Good body in space awareness

Ability to discriminate, prioritize, filter, coordinate, organize and integrate Feeling safe (not hyper- or hypo- responsive to routine sensory inputs) incoming sensory inputs

Working memory: 5-10 minutes for children; 10-20 minutes for



LITERACY

Comprehension

Vocabulary

Reading Fluency

Phonics

Phonological Awareness

Phonemic Awareness