



## Ensure Automatization Through Practice and Review

Below are several suggestions for alleviating processing speed deficits. It is important to consider the amount of work you are asking students to do, the purpose of each task, and the amount of time each student will need to devote to each task. Many of the strategies are similar to those found in the publications on Working Memory: [Working Memory Classroom Strategies](#) and [Anxiety and Working Memory Classroom Strategies](#). Additional strategies will be discussed in the next issue on Cognitive Load Theory.

### PROCESSING SPEED CLASSROOM STRATEGIES

Strategy	Components	Explanation
<b>Consider Time</b>	<b>Provide Extended Time</b>	Extended time allows students with slower processing speed to more completely/accurately meet teacher expectations.
	<b>Eliminate Timed Drills</b>	Timed tasks, such as math facts, cause higher levels of anxiety and leave students with slow processing speed feeling incompetent and frustrated.
	<b>Monitor Time Spent on Tasks</b>	Have students track the estimated time per activity (even walking to/from class) and then have them record the actual time. This activity provides a basis for an individualized conversations about time management.
	<b>Allow Time for Processing</b>	Consider having students write answers/raise hands when they have an answer, waiting for each student to have an answer before calling on someone. The teacher could also ask a question of a specific student, continue discussion, and then return to that student when they have formulated an answer.
<b>Language</b>	<b>Decrease Rate</b>	Both speaking more slowly and limiting the amount of information that needs to be taken in can help students better process what they learn.
	<b>Reduce Complexity</b>	Try to ensure that the information being provided is in simple, easy to understand terms.
	<b>Monitor Tone</b>	The tone with which information is conveyed is important as well. Students with slow processing speed have difficulty understanding sarcasm specifically, so it should be avoided.



**Landmark Teaching Principle™ #4**

	<b>Provide Prompts</b>	Simple prompts are incredibly helpful in keeping students on task, such as one word cues to the task at hand like “book.” Subtle reminders as to what they should be working on can be useful, as well, and draw less attention to specific students.
<b>Provide Models</b>		Providing students with a model of what a completed task should look like can alleviate stress around the process.
<b>Strengths and Weaknesses</b>	<b>Understand Challenges</b>	Help students to understand the specific challenges they will face and brainstorm how best to overcome those challenges.
	<b>Follow Useful Systems</b>	When a student has found a system that works well for them, allow them to use that system.
<b>Executive Function</b>	<b>Activation</b>	It is important to understand why a student has not begun an assignment. Start with, “Do they understand the assignment?”
	<b>Planning</b>	Help students to break down assignments and micro-unit. Graphic organizers and calendars will be helpful here.
	<b>Focus/Attention</b>	Provide students with a quiet, distraction-free environment to work. Be aware of information on the board/walls. Consider the use of white noise devices. These strategies will reduce distractions and provide prompts for sustained attention.
<b>Emotional Aspects</b>	<b>Encourage and Support</b>	It is important that the teacher provide encouragement and support for struggling students to build confidence and promote success.
<b>Technology as a Tool</b>	<b>Handwriting</b>	For students with laborious handwriting, allow the use of word processors to speed up the process. Ample time for practice will be necessary.
<b>Teach Self-Advocacy</b>		Give students the tools to understand their own processing speed and be familiar with what they need to be successful.

**HOW IS THIS ENSURING AUTOMATIZATION THROUGH PRACTICE AND REVIEW?**

The more a student does something, the more familiar they become with the task and information. Therefore, practice and review are instrumental in alleviating processing speed deficits by increasing ease and familiarity.