

Nonverbal Processing Deficit Accommodations

- Very clear, concise, direct communication, with directions and instructions likely better provided in a “parsed down” manner, thus reducing the need for individuals to draw inferences, particularly from socially- and emotionally-laden contexts.
- Reducing or minimizing transitions and providing verbal cues prior to transitional periods may be of benefit.
- Comprehension checks, whereby those working the student avoid assumptions that the student will automatically generalize instructions or concepts.
- It may be of benefit to verbally point out similarities, differences, and connections between materials presented, and present directions and instructions in a numbered order/sequence.
- Simplify and break down abstract concepts, explain metaphors, nuances, and multiple meanings in read materials. If questions arise, answer as specifically as possible. Essentially, the goal is to be clear in response, such as alerting the student to particulars (e.g., ‘five’ vs. ‘a few’ questions/problems remaining).
- Allow breaks and/or other behavioral management strategies to assist when your student may feel overwhelmed or overloaded.
- Opportunities for preparation, pre-planning and frontloading may be of assistance in preparing students for any alteration(s) that may arise in the day.
- Never assume that content is understood simply because it is “parroted back.” Providing additional, overt, comprehension checks may be of assistance in this regard.
- Offer additional verbal/multimodal explanations and/or learning opportunities when your student appears lost or confused by information, such as pairing written materials/outlines with auditory instructions and/or following up with a visual or more experiential demonstration.
- Monitor social interactions and consider providing additional social supports to students who may experience difficulties picking up on, accurately perceiving, or integrating social cues.
- Recognize that students may experience difficulty understanding vocal intonation and inflection, to the extent that emphasizing important information in this manner may go unrecognized. Consider providing additional/more explicit clarification or overt identification of important content.