

**Figure 4**

*Examples of LD Implications and Recommendations for Providers*

<b>Education and Employment</b>
<p><b>Implications:</b> Sally may experience</p> <ul style="list-style-type: none"><li>● difficulty copying presented information with speed and accuracy as result of weakened ability to keep information in immediate mental awareness;</li><li>● difficulty with processing speed, which can reduce her reading fluency, reading comprehension, and work completion;</li><li>● difficulty recalling basic math processes fluently and accurately.</li></ul> <p><b>Recommendations:</b> Allow Sally</p> <ul style="list-style-type: none"><li>● extra time to copy information, or reduce the demands by providing copies;</li><li>● extra time for tests and projects that require extensive reading;</li><li>● to use a laptop for note-taking;</li><li>● to audio-record a lecture;</li><li>● to read, and re-read an assignment if necessary, to gain meaning from a text;</li><li>● to use a calculator during math computation to compensate for weaknesses in fluency.</li></ul>
<b>Independent Living and Community Participation</b>
<p><b>Implications:</b> Sally may experience</p> <ul style="list-style-type: none"><li>● difficulty recalling steps required to complete a task;</li><li>● difficulty understand relationships between concepts;</li><li>● difficulty generalizing learned rules or procedures to different or new situations.</li></ul> <p><b>Recommendations:</b> Assist Sally by</p> <ul style="list-style-type: none"><li>● breaking instructions into parts, or presenting only one or two parts at a time;</li><li>● establishing understanding or mastery of one component before moving onto the next;</li><li>● developing understanding of abstract concepts by providing concrete and familiar examples;</li><li>● employing visual elements such as pictures, demonstrations, and manipulatives.</li></ul>