

## ***Information Processing Speed***

There may be a range of specific effects on cognitive and motor functions as a result of an acquired brain injury. Speed in completing tasks involving these functions may be reduced. Reduced processing speed can affect the application of basic skills and processes. For example, the skills of reading and writing may be preserved but the execution slowed. Unrecognised slowed processing speed can lead to behavioural reactions.

<b>What you might see</b>	<b>What this might mean</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• Misses parts of instructions.</li> <li>• Appears to be oppositional because of slow response to simple instructions.</li> <li>• Child is slow to finish work.</li> </ul>	<ul style="list-style-type: none"> <li>• Slowed processing speed.</li> <li>• Specific skill deficit.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce speed of presentation of instructions. Break them down into single action instructions.</li> <li>• Repeat instructions.</li> <li>• Provide more time for responses.</li> <li>• Allow appropriate expectations of the child in the classroom particularly in question answer type format.</li> <li>• Where speed is necessary don't ask or elect the child with slow processing speed.</li> <li>• Adjust work load for timed tasks.</li> <li>• Reduce demands on oral and written output.</li> </ul>