

Processing differences and supports

Make Information Easier to Use

Adults and teens 13+ | 10 to 15 minutes

Information can be difficult to use when it arrives too quickly, in a noisy place, or in a format that does not fit. Choose one recent example. The aim is to identify useful access support. This page cannot determine whether a processing, hearing, language, or attention condition is present.

Describe one task and where information was lost. Choose a different format or pace to request and review.

Locate the difficult step

Was it hearing the words, understanding unfamiliar language, remembering several steps, or organizing a response? Notice whether written information, demonstration, quieter space, or extra time changes the experience. Keep explanations tentative.

Ask for a usable format

A request could be: Please give one step at a time and let me check it back. Ask for the form that works for you rather than assuming everyone needs the same support. Persistent concerns can be discussed with an appropriately qualified professional.

1. What information or task was hard to follow?**2. At which point did it become difficult, and under what conditions?****3. What format, pace, or environmental change could help?****4. Who can I ask, and what will I notice after trying it?****Clinical use and adaptation**

Do not infer a unitary processing disorder or use the page as a hearing or cognitive screen. Consider language, literacy, sensory conditions, attention, and access. Refer to audiology, speech-language, medical, or other qualified assessment when indicated. Preserve communication choice and avoid fixed learning-style labels.