

39 Does not finish assignments because of reading difficulties

- 1.** Make certain that the reading demands of the assignment are within the ability level of the student.
- 2.** Tape record directions, explanations, and instructions in order to enhance the student's success.
- 3.** Have a peer read directions, explanations, and instructions to the student in order to enhance success.
- 4.** Require the student to verbally repeat directions, explanations, and instructions.
- 5.** Read directions, explanations, and instructions to the student when necessary.
- 6.** Use a sight word vocabulary approach in order to teach the student key words and phrases when reading directions and instructions (e.g., key words such as *circle*, *underline*, *match*, etc.).
- 7.** Deliver all directions, explanations, and instructions orally.
- 8.** Reduce all directions, explanations, and instructions to a minimum.
- 9.** Shorten the length of assignments that require reading in order that the student can complete assignments in the same length of time as the other students.
- 10.** Provide the student with additional time to complete the assignment.
- 11.** Deliver directions, explanations, and instructions prior to handing out materials.
- 12.** Make certain that the student's knowledge of a particular skill is being assessed rather than the student's ability to read directions, instructions, and content.
- 13.** Maintain mobility in order to provide assistance to the student.
- 14.** Maintain consistency in the manner in which written directions, explanations, and instructions are delivered.
- 15.** Have the student practice timed drills consisting of reading directions, explanations, content, etc., in order to reduce reading time.
- 16.** Plan for the student to have more than enough time to complete an assignment.
- 17.** Assess the quality and clarity of written directions, explanations, instructions, content, etc.
- 18.** Keep written directions as simple and concrete as possible.
- 19.** Reduce distracting stimuli in order to increase the student's ability to follow written directions (e.g., place the student on the front row, provide a carrel or "office" space away from distractions, etc.). This is used as a means of reducing distracting stimuli and not as a form of punishment.
- 20.** Reduce written directions to individual steps and give the student each additional step after completion of the previous step.
- 21.** Make certain the student achieves success when following written directions.
- 22.** Prevent the student from becoming overstimulated by an activity (e.g., frustrated, angry, etc.).
- 23.** Provide the student with a copy of written directions at his/her desk rather than on the chalkboard, posted in the classroom, etc.
- 24.** Seat the student close to the source of the written information (e.g., chalkboard, projector, etc.).
- 25.** Make certain the print is large enough to increase the likelihood of following written directions.
- 26.** Transfer directions from texts and workbooks when pictures or other stimuli make it difficult to attend to or follow written directions.

27. Provide the student a quiet place (e.g., carrel, study booth, etc.) where he/she may go to engage in activities which require following written directions.

28. Work the first problem(s) with the student to make certain that he/she follows written directions.

29. Have the student carry out written directions one step at a time and check with you to make certain that each step is successfully followed before attempting the next.

30. Gradually increase the degree of difficulty or complexity of written directions, explanations, instructions, content, etc., as the student becomes more successful.

31. Modify or adjust the reading level of material presented to the student in order to enhance success.

32. Reduce the emphasis on competition. Competitive activities make it difficult for the student to finish assignments because of frustration with reading difficulties.

33. Introduce new words and their meanings to the student before he/she reads new materials. These may be entered in a vocabulary notebook kept by the student. If the student keeps a vocabulary book, he/she will have a reference for unknown words.

34. Avoid subjecting the student to uncomfortable reading situations (e.g., reading aloud in a group, identifying the student's reading group as the lowest level, etc.).

35. Tape record difficult reading material for the student to listen to as he/she reads along.

36. Make certain that the student's knowledge of a particular skill is being assessed rather than the student's ability to read directions, instructions, etc.

37. Give the student time to read a selection more than once, emphasizing comprehension rather than speed.

38. Use reading series material with high interest (e.g., adventures, romances, mysteries, athletics, etc.) and low vocabulary.

39. Reduce the amount of material the student reads at one time (e.g., reduce reading material to single sentences on a page, a single paragraph, etc.). Gradually increase the amount of material as the student experiences success.

40. Make the subject matter meaningful to the student (e.g., explain the purpose of an assignment, relate the subject matter to the student's environment, etc.).

41. Give the student one task to perform at a time. Introduce the next task only when the student has successfully completed the previous task.

42. Reduce the amount of information on a page if it is causing visual distractions for the student (e.g., have less print to read, have fewer pictures on the page, isolate information that is presented to the student).

43. Have the student read material orally to the teacher to determine if it is on his/her reading level.

44. Have the student use his/her finger to point to words that are being read. The teacher should observe as the student points to the words while reading. This would help to determine the causes of slow reading.

45. Reduce the student's anxiety level by not requiring the student to finish a reading assignment within a given period of time.

46. Make certain the student understands that work not done during work time must be completed at other times such as free time, recess, after school, etc.

47. Have the student question any directions, explanations, and instructions he/she does not understand.

48. Identify a peer to act as a model for the student to imitate completion of assignments.

49. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult, and (b) if the length of time scheduled to complete the task is appropriate.