

38 Has difficulty comprehending what he/she reads

1. Make certain the student's hearing has recently been checked.
2. Make certain the student is reading material on his/her level. If not, modify or adjust reading material to the student's ability level.
3. Reinforce the student for demonstrating comprehension of reading material: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).
4. Reduce distracting stimuli in order to increase the student's ability to concentrate on what he/she is reading (e.g., place the student on the front row, provide a carrel or "office" space away from distractions, etc.). This should be used as a means of reducing distracting stimuli and not as a form of punishment.
5. Teach the student to use context clues to identify the meanings of words and phrases not known.
6. Pre-record the student's reading material and have him/her listen to the recording while simultaneously reading the material.
7. Have the student read ahead on a subject to be discussed in class so that he/she is familiar with new vocabulary and concepts that will be used during instructional periods.
8. Outline reading material for the student using words and phrases on his/her ability level.
9. Arrange for a peer who demonstrates good comprehension skills to read with the student and help him/her with the meanings of words not understood.
10. Maintain mobility in the classroom in order to frequently be near the student to provide reading assistance.
11. Teach the student to draw from personal learning experiences to enhance comprehension of reading material. Provide a variety of learning experiences at school in order to expand the student's background of knowledge.
12. Have the student verbally paraphrase material just read in order to assess his/her comprehension.
13. Teach the student to identify main points in material in order to enhance his/her comprehension.
14. Underline or highlight important points before the student reads the material silently.
15. Have the student outline, underline, or highlight important points in reading material.
16. Have the student take notes while reading in order to increase comprehension.
17. Provide the student with written direction-following activities that target concrete experiences (e.g., following a recipe, following directions to put a model together, etc.) in order to enhance comprehension.
18. Provide the student with written one-, two-, and three-step direction-following activities (e.g., sharpen your pencil, open your text to page 121, etc.).
19. Have the student read progressively longer segments of reading material in order to build comprehension skills (e.g., begin with a single paragraph and progress to several paragraphs, chapters, short stories, etc.).
20. Have the student read high-interest signs, advertisements, notices, etc., from newspapers, magazines, movie promotions, etc., placing an emphasis on comprehension skills.
21. Reduce the emphasis on competition. Competitive activities may make it difficult for the student to comprehend what he/she reads.
22. 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.).
23. Have the student list new or difficult words in categories such as *people*, *food*, *animals*, *things that are hot*, etc.

24. Have the student maintain a vocabulary notebook with definitions of words whose meanings are not known.

25. When the student encounters a new word or one whose meaning is not understood, have the student practice making up sentences in which the word can be used in the correct context.

26. Make certain the student learns dictionary skills in order to find the meanings of words independently.

27. Have the student identify words he/she does not comprehend. Finding the definitions of these words can then become the dictionary assignment.

28. Have the student identify one word each day that is not understood and require him/her to use that word throughout the day in various situations.

29. Have the student match vocabulary words with pictures representing the words.

30. Introduce new words and their meanings to the student before reading new material.

31. Make certain the student learns the meanings of all commonly used prefixes and suffixes.

32. Write notes and letters to the student to provide reading material which he/she will want to read for comprehension. Students may be encouraged to write notes and letters to classmates at a time set aside each day, once a week, etc.

33. Give the student time to read a selection more than once, emphasizing accuracy not speed.

34. Have the student supply missing words in sentences provided by classmates and/or the teacher in order to enhance comprehension skills.

35. Cut out pictures from magazines and newspapers and have the student match captions to them. This activity could be varied by having one student write the caption while another student determines if it is appropriate.

36. Have the student read a short paragraph which contains one or more errors which make comprehension difficult. See if the student recognizes the errors. If not, encourage the student to stop frequently while reading to ask himself/herself, "Does this make sense?"

37. Determine whether or not the student can make inferences, make predictions, determine cause-effect, etc., in everyday experiences. Teach these skills in contexts that are meaningful to the student in order to enhance the ability to employ these concepts when reading.

38. Have the student read a story. Provide statements reflecting the main points of the story out of sequence. Have the student arrange the statements in the correct order to demonstrate comprehension.

39. Have the student prepare "test" questions based on information that has been read in order to enhance the ability to focus on key elements of the reading material.

40. Frequently give assignments on topics which are of interest to the student in order to reinforce the correlation between writing and reading ability.

41. 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.

42. Avoid subjecting the student to uncomfortable reading situations (e.g., reading aloud in a group, reading with time limits, etc.).

43. Stop the student at various points throughout a reading selection to check for comprehension.

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

45. Highlight or underline important information the student should pay close attention to when reading.

46. Make it pleasant and positive for the student to ask questions about things not understood.