

Roadblocks	Tips
Language Difficulties	
Difficulty with rhyming	<p>→ Play rhyming games:</p> <ul style="list-style-type: none"> - Have students fill in the blank, "I like my cat, he's so _____." - Play operator. Give students a word. Have one student say a word that rhymes with the first word. Have 2nd student say a word that rhymes with the 2nd word. <p>→ Read rhyming books aloud to students, or have them listen to rhyming books on tape. Choose books like <i>Animal Antics</i> fluency readers. Have students raise their hands when they hear a rhyming word</p> <p>→ Have student's group pictures that rhyme together. Use the blends and digraphs cards or Didax puzzles.</p>
Difficulty blending sounds	<p>→ Use Pictures to develop students' blending & segmenting skills. Provide students with a picture and have them sound out the name while placing tokens, hash marks, or tapping their fingers for each of the individual sounds in the word. (e.g., /b/.../a/.../t/ has 3 sounds, so the child would need three tokens, marks, taps)</p> <p>→ Practice manipulating sounds within words. Play omission games where they remove sounds from words in order to create new words. For example, removing <i>snow</i> from <i>snowman</i> leave <i>man</i>. While removing /t/ from <i>truck</i> leaves <i>ruck</i>. Start with beginning sounds, then do ending sounds, and, lastly, middle sounds.</p>
Difficulty identifying individual sounds	<p>→ Emphasize phonemic awareness activities. Work on these activities for two to three minutes each hour. Use activities from SBR with SAR students.</p> <p>→ Encourage students to touch the letters in new words while saying the each letter's sound. Have them repeat this four times, then attempt to blend all the sounds together.</p>
Poor word attack skills, difficulty decoding, lack of automaticity	<p>→ Teach self-monitoring/metacognition when reading. Model thinking aloud, "Does that sound correct? What would make sense?"</p> <p>→ Link reading to writing. Have students practice writing words that are dictated to them.</p> <p>→ Move to chunking words. Instead of sounding out <i>brush</i> as /b/.../r/.../u/.../sh/, sound it out as /br/.../u/.../sh/.</p> <p>→ Teach word families by patterns: VC, VCe, CV, VV, Cle, R-Controlled vowels</p> <p>→ Teach roots and affixes to assist child in decoding larger chunks of words.</p> <p>→ Do lots of vocabulary development.</p> <p>→ Work on fluency. Add oral reading from the level below the current working level. Practice two to three minutes per hour.</p> <p>→ Make sure the child has mastered all of his sight words.</p>

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English is the child's second language.	<p>→ Selection of materials and activities</p> <ul style="list-style-type: none"> - Length is manageable. Stay away from longer passages. - Material contains many pictures, graphs and charts. - The text is clearly marked. - If the text is multicultural, check of appropriateness. <p>→ Adapting materials:</p> <ul style="list-style-type: none"> - Supplement with other materials from the program. - Use many non-verbal aids, such as charts, pictures or graphic organizers. - Focus student's attention by saying his name. <p>→ Using materials:</p> <ul style="list-style-type: none"> - Preview, read and review. - Take picture walks. - Use Study Skills strategies. - Ask questions to check comprehension. - Have the student restate directions and paraphrase material. - Link new words to words in native language.
Processing Difficulties	
Child has difficulty determining the main idea and details of a passage.	<p>→ Help student prioritize information to look for in a passage (proper names, locations, dates, then important events).</p> <p>→ Have students read the questions in an activity first in order to know what to look for.</p> <p>→ Teach new vocabulary before a new passage is read.</p> <p>→ Encourage students to summarize after each paragraph of a particular passage.</p>
Child has difficulty understanding what he read while he is reading.	<p>→ Encourage previewing.</p> <p>→ Use graphic organizers.</p> <p>→ Have student choose the comprehension strategy he will use before reading a given passage. Use the Table Tools.</p> <p>→ Have student write down the main point for each paragraph read on a sticky note.</p>
Child has difficulty reading silently.	<p>→ Cut a "window" out of an index card for child to isolate each word in a passage. Eventually replace with a ruler or other straight edge.</p> <p>→ Allow student to preview the passage, highlighting keywords.</p> <p>Check out www.highlightertape.com for a Word Window and highlighter tape.</p> <p>→ Teach should read directions aloud to the child and have the child restate the directions.</p>
Memory Difficulties	
Child has difficulty "getting" the meaning of what he has read. (Short Term Memory)	<p>→ Work on fluency to build child's automaticity so he is not labored by decoding, thus being unable to focus on meaning while reading.</p> <p>→ Use choral reading.</p> <p>→ Use pre-reading strategies (introduce keywords, look at questions first, take a picture walk, practice SQ3R)</p> <p>→ Allow student to summarize after each paragraph read. Have him jot the main point of each paragraph on a sticky note.</p>

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<p>Child does not remember the beginning of a story/text when he gets to the end. Child does not seem to be able to hold information in his head while reading. (Active Working Memory)</p>	<ul style="list-style-type: none"> → Again, make sure the child is an automatic decoder so meaning doesn't get lost in decoding. → Make sure child has prior knowledge about the topic being read. → Practice pre-reading strategies. → Have the child not important points and words while reading. → Allow the child to highlight key words (www.highlightertape.com). → Teach thinking aloud while reading: model for the child, "Is this what I thought the passage would be about? What is the writer trying to tell me?"
<p>Child does not remember information from a text immediately after reading it or at a later time.</p>	<ul style="list-style-type: none"> → Link new information to prior knowledge. → SQ3R → Allow child to use graphic organizers to take notes in while reading. → Allow child to draw a picture of the concept or topic he's read about (e.g., a picture of Columbus with three ships approaching an island – after reading about explorers) → Make sure the child has a notebook in which to take notes to review (this will require teaching note taking techniques).
<p>Conceptual Difficulties</p>	
<p>Child has difficulties understanding concepts while reading.</p>	<ul style="list-style-type: none"> → Make sure child is an automatic decoder. → Allow the child to complete a KWL chart before reading. → Link new texts to prior knowledge. → Always use graphic organizers with the child. → Allow child to respond in different modalities: writing, drawing, speaking, or demonstrating.
<p>Child does not self-monitor while reading.</p>	<ul style="list-style-type: none"> → Use the Reading Tools provided with the SAR program. → Make sure child chooses a strategy before reading. → List self-monitoring questions for the child to answer while reading. → Make sure the teacher is modeling reading strategies for the child.
<p>Attention Difficulties</p>	
<p>Child runs out of steam before finishing a reading passage.</p>	<ul style="list-style-type: none"> → Make sure the child is an automatic decoder. → Start the hour with Comprehension - when the child has the most energy. → Give student a "head start." Have the teacher read the first paragraph to the child. → Introduce technical vocabulary in a passage before the child reads it. → Encourage previewing and scanning → Break up longer passages → Choose materials within the child's interest.
<p>Child cannot determine the main point of a passage.</p>	<ul style="list-style-type: none"> → Teach the child how to find the main point of a passage via teacher modeling. → Allow child to use highlighter tape to find the most important sentence in each paragraph. → Tell the child what to focus on: main idea, facts, names, dates, etc.

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Child reads too quickly to truly gain the concept of the passage.	<ul style="list-style-type: none"> → Use the Reading Tools provided with the SAR program. → Make sure child chooses a strategy before reading. → List self-monitoring questions for the child to answer while reading. → Provide positive reinforcement for careful work. → Allow child to use post it notes to note important points. Give the child intervals at which to do this: every other sentence, every paragraph, etc.
Dyslexia – Suspected or Diagnosed	
<p>Presentation varies</p> <p><i>*Sylvan Learning Centers do not diagnose dyslexia, are not designed to treat dyslexia, and should never be positioned as a solution for dyslexia.</i></p>	<ul style="list-style-type: none"> → Depending on the presentation, provide students with phonemic and phonological awareness, phonics, and writing instruction that is multisensory in nature. The International Dyslexia Association states that instruction for dyslexia must include: <ul style="list-style-type: none"> - Phonology and Phonological Awareness - Sound-Symbol Association - Syllable Instruction - Morphology - Syntax - Semantics Instruction itself must be: <ul style="list-style-type: none"> - Multisensory - Simultaneous (VAKT) - Systematic and Cumulative (easiest to hardest) - Direct Instruction - Diagnostic Teaching - Synthetic and Analytic Instruction

References

All Kinds of Minds, Dr. Mel Levine: www.allkindsofminds.org

International Dyslexia Association, Baltimore, MD: www.interdys.org