

# What Can I Do When Students Struggle?

## **“My students have problems with listening!”**

- Make sure you have the child’s full attention: use a gentle touch or call the student’s name.
- Place the student away from any distracting stimuli, window, doors, etc.
- Mention student’s name several times during the conversation to keep them involved.
- Establish eye contact.
- Speak in a quiet tone – When children must listen more closely to the words being said they pay more attention.
- Keep sentences short.
- Separate the phrases in a sentence giving the student time to absorb each section.
- Keep the sentence structure simple.
- Emphasize key words by repetition, pauses, or voice alteration.
- Speak very clearly, enunciating each word.
- Introduce information in small steps: familiarize the student with the topic in summary form before beginning with the details.
- Use vocabulary words in many ways rather than repetitive drills.
- Limit the vocabulary to meaningful words.
- Use visual aids.
- Write directions on the board (with colored chalk).
- Stand behind the child when giving instructions to the larger group: point to the student’s page or worksheet as you are giving the instructions.
- Have students repeat the directions. For small group activities, give the student the job of delivering the group instructions.
- Allow students to move around, doodle, handle small objects, etc.
- Allow students to use dividers to block distractions.

## **“My students have visual processing deficits.”**

- Have the student use a tape recorder or word processor for homework.
- Use an index card, colored acetate or ruler for keeping place while reading.
- Use testing modifications such as: untimed tests, helper to write answers, marking answers on test sheet, oral tests, underline, circle or highlight answers.
- Have student use carbon paper when taking notes to share with another student.
- Make sure that worksheets and other handouts do not have visual clutter and are very clear to read.
- Seat the student in front of the classroom near the center of the chalkboard.
- Eliminate the demands of speed and accuracy when copying work.
- Reinforce all visual directions with verbal cues.
- Select large print books where available; enlarge the worksheet print on a copying machine.

## **“My students have an auditory processing problems.”**

- Avoid multiple verbal directions. Show the students what to do rather than tell them.
- Have students repeat directions to ensure understanding.
- Allow class discussions to be taped.
- Provide visual outlines such as graphic organizers, graphs, maps, and diagrams.
- Avoid giving homework orally.
- Ask the student to repeat a question before answering it.
- Set the student away from auditory distractions.
- Give ample time for responses.
- Reinforce all verbal directions with visual cues.
- Don't give oral tests or make oral reports mandatory.

## **“My students are so disorganized!”**

- Develop specific routines for the student to follow.
- Provide a sequentially ordered list of steps to follow: double or triple space the list; type in large print.
- Require students to use a large loose-leaf notebook or trapper keeper with a folder for each subject area.
- Avoid giving verbal homework instructions: write on the board or use the overhead. Supply a written copy of the instructions when needed.
- During class lectures have an outline of the subject matter on the board.
- Have another student take notes using carbon paper.
- Use a detailed calendar for due dates.
- Have copies of all handouts available to replace lost ones.
- Use posted color codes and symbols to direct student to subject material.
- Keep a checklist of things to remember in the front of the student's binder.