

SOME SAMPLE CLASSROOM INTERVENTIONS FOR LANGUAGE-BASED PROBLEMS

Area: Listening/Reading Comprehension

Problem: Student does not follow verbal directions.
Possible Intervention Strategies:
<ul style="list-style-type: none"> ○ Teach the student skills for following verbal directions such as <ul style="list-style-type: none"> A. Listen carefully B. Write down important points C. Use environmental cues D. Wait until all directions are received before beginning
○ Give directions in a variety of ways (verbal, written, demonstration, etc.)
○ Give directions that are simple and concrete
○ Chunk directions – give related directions together (get your book and open it to page 57. Find number 5 and I will read it.)
○ Provide alternatives for presenting verbal directions (use of tape recorder, directions given by peer, summarize directions, etc.)
○ Provide student with more practice on nonacademic tasks (ie. Recipes, games, etc.)
○ Exaggerate important words that you want the child to know (highlight, underline, repeat, etc)
○ Have student repeat direction using own terminology to ensure comprehension
○ Get child's attention prior to giving out direction
○ Give directions in steps and allow student to complete one step at a time
○ Give verbal directions prior to handing out materials OR hand out materials with key words highlighted and have student follow along as you read directions

Area: Listening/Reading Comprehension

Problem: Student has difficulty with listening skills
Possible Intervention Strategies:
○ Seat the student in an optimum position in room free of distractions
○ Make sure that student is attending (eyes on speaker, no distractions on or near desk, etc)
○ Stand directly in front of student when giving directions
○ Call student by name prior to giving directions
○ Have a peer assist student with listening task
○ Use pictures, gestures, etc. when giving directions
○ Use vocabulary that is within student's level of comprehension
○ Give directions individually to student
○ Have student paraphrase direction to ensure comprehension
○ Play games designed to teach listening skills

Area: Listening/Reading Comprehension

Problem: Student has difficulty answering “wh” questions
Possible Intervention Strategies:
<ul style="list-style-type: none">○ If unable to answer higher level “wh” question (“why do we brush our teeth), decrease complexity of Wh question (“What do we do with a tooth brush?”). If student continues to have difficulty with question, change to a cloze format (“We brush our teeth to keep them clean and not get ”
<ul style="list-style-type: none">○ Repeat/rephrase question
<ul style="list-style-type: none">○ Ask questions everyday so the student learns the skill through repetition and practice
<ul style="list-style-type: none">○ Use multiple choice questions
<ul style="list-style-type: none">○ Provide “wait time” for student to process and answer question
<ul style="list-style-type: none">○ Have student repeat question to verbatim or paraphrased to ensure comprehension
<ul style="list-style-type: none">○ Help student by providing clues to answer (ex. I asked a “what” question, so I am looking for an object or I asked a “who” question, so I am looking for a person)

Area: Speaking

Problem: Student does not use appropriate grammar.
Possible Intervention Strategies:
<ul style="list-style-type: none">○ Subject-verb agreement:<ul style="list-style-type: none">A. Make sure the student understands that sentences express thoughts about a subject and what the subject is or does.B.. Make sure the student understands the concept of plurality (e.g. have the student point to a picture of a cat” and “point to a picture of cats.”)C. Identify a peer who uses appropriate subject-verb agreement to act as a gentle and positive model for the student.D. Have the student verbally construct sentences with specific verb forms and subjects.
<ul style="list-style-type: none">○ Verb tenses:<ul style="list-style-type: none">A. Make sure the student understands the concept of verb tenses by demonstrating what “is happening,” what “already happened” and what “will happen” through the use of objects, pictures, and/or written sentences.B. Determine if the student has appropriate sequencing skills. This is important before the use of verb tenses can be developed.C. Use a private signal to remind the student to use the correct verb tense (e.g. hand over shoulder for past tense, pointing forward for future tense).D. During the day, write down the sentences that the student uses with incorrect verb tenses. Have the student make corrections for incorrect verb tenses and then read the corrected sentences aloud.

Area: Speaking

Problem: Student mispronounces certain speech sounds in conversation.
Possible Intervention Strategies:
<ul style="list-style-type: none"> ○ Identify the auditory, tactile or visual cue that stimulates the correct production of the target phoneme. The teacher should provide this cue during oral reading when the student needs a reminder.
<ul style="list-style-type: none"> ○ Have the student keep a notebook of words encountered in class each day that include his target sound. These can be practiced by the student with teacher, parent or peer assistance.
<ul style="list-style-type: none"> ○ During oral reading, underline targeted words and reinforce the student for correct production.

Area: Speaking

Problem: Student speaks too rapidly.
Possible Intervention Strategies:
<ul style="list-style-type: none"> ○ Model a slow, acceptable rate of speech for the student.
<ul style="list-style-type: none"> ○ Agree on a hand signal to cue the student about using a slower rate of speech.

Area: Speaking

Problem: Student stutters during class time.
Possible Intervention Strategies:
<ul style="list-style-type: none"> ○ During conversations, calmly delay your verbal responses by one or two seconds.
<ul style="list-style-type: none"> ○ Slow the rate of your speech and prolong vowels to model slow, easy speech.
<ul style="list-style-type: none"> ○ Give the student your undivided attention so he will not feel a need to hurry or compete with others for attention.
<ul style="list-style-type: none"> ○ During periods of dysfluency, allow nonverbal activities or responses to relax the student.

Area: Vocabulary

Concern: Student has difficulty learning new vocabulary
Possible Intervention Strategies:
<ul style="list-style-type: none"> ○ Present new vocabulary words with definition that is understandable to student (student-friendly)
<ul style="list-style-type: none"> ○ Give examples when possible
<ul style="list-style-type: none"> ○ Have student give example of term
<ul style="list-style-type: none"> ○ Provide pictures, objects and new word simultaneously.
<ul style="list-style-type: none"> ○ Provide mnemonic strategies when possible
<ul style="list-style-type: none"> ○ Sort new vocabulary by feature, category, function, comparison and association
<ul style="list-style-type: none"> ○ Break down root word and prefixes and suffixes
<ul style="list-style-type: none"> ○ Make a set of flash cards
<ul style="list-style-type: none"> ○ Provide synonyms and antonyms for new words
<ul style="list-style-type: none"> ○ Help develop memory strategies for student to remember words
<ul style="list-style-type: none"> ○ Select a limited number of vocabulary words

- Have student develop vocabulary log that contains:
 - A. Word
 - B. Student friendly explanation
 - C. A sentence to illustrate the word's meaning
 - D. An illustration
 - E. Part of speech

Area: Social Language

Problem: Student makes off-topic remarks during class discussions.

Possible Intervention Strategies:

- Write the topic of the discussion on the board in the middle of a large bulls-eye target.
- When a student takes a turn and says something that is on topic, touch the bulls-eye.
- When a student makes a remark that is off topic, say “We’re talking about…” and touch the bulls-eye. “You are talking about ... and you’re off topic,” and touch outside the bulls-eye.

Area: Social Language

Problem: Student interrupts and does not take conversational turns.

Possible Intervention Strategies:

- To be sure the student understands “turns”, play a turn-taking game like “Connect Four” and make sure he watches his partner’s turn and then takes his. Label each player’s turn by saying “It’s Johnny’s turn.” “It’s Sarah’s turn.” and frequently ask “Whose turn is it?”
- Use a stuffed animal or play microphone to designate whose turn it is to talk.
- When the student interrupts, use a hand signal to stop him and say “It’s Johnny’s turn to talk.”

Area: Writing

Problem: Student has difficulty using capitalization when writing

Possible Intervention Strategies:

- Highlight or underline capitals in a reading passage and have student identify why they are capital
- Provide student with lists of words and have him/her indicate which should be capitalized
- Have student practice writing words that should always be capitalized
- Give student a list of rules for capitalization
- Make a notebook of rules for capitalization to be used for proofreading work

Area: Writing

Problem: Student has difficulty with punctuating correctly when writing

Possible Intervention Strategies:

○ Highlight or underline punctuation in a reading passage and have student identify why specific punctuation is used
○ In a written passage, indicate the number of punctuation marks needed on each line of the passage
○ Make sure that the student knows what all punctuation marks are and their use.
○ Use a newspaper to locate different types of punctuation. Have the student circle periods in red, underline commas, etc.
○ Make a notebook of rules for punctuation rules to be used for proofreading work
○ Have the student keep a list of basic rules of punctuation at his/her desk to use as a reference when writing

Area: Writing

Problem: Student does not write complete sentences or express thoughts in writing
Possible Intervention Strategies:
○ Give the student a series of written phrases and have him/her identify which ones express complete thoughts
○ Have the student correct a series of phrases by making each a complete sentence
○ Give the student a flash cards with various parts of speech and have the student practice making complete sentences
○ Give the student short sentences and have him/her put them together to make a complete sentence
○ Have student read his/her work out loud to help identify incomplete sentences

Area: Writing

Problem: Student has difficulty organizing writing activities
Possible Intervention Strategies:
○ Help the student develop webs with main idea and supporting details
○ Provide the student with lists of words that can connect sentences to each other (and, therefore, although)
○ Ensure that the student knows that paragraphs need an introduction, a middle and a conclusion
○ Teach the student how to outline main idea and supporting details
○ Have the student write step by step instructions to gain practice in sequencing
○ Cut the paragraphs from an excerpt and have the student put them in the correct order
○ On a piece of paper, write five or six sentences from something that the student has read. Have the student put them in the right order.

Area: Reading

Problem: Student has difficulty comprehending what he/she reads
Possible Intervention Strategies:

○ Underline or highlight important points before the student reads the material
○ Prerecord reading material and have him/her listen to the tape while reading the material
○ Outline reading material for the student using words and phrases on his/her ability
○ Have a peer read with the student
○ Have the student paraphrase material read to ensure comprehension
○ Teach the student to identify main points in the reading material
○ Have student take notes while reading which will help increase comprehension
○ Maintain a vocabulary book with definitions of new words that student comes across in reading material
○ Have student read comprehension questions that are in reading material before he/she reads the material
○ Give the student time to read a selection more than once, focusing on accuracy and not speed
○ Have student read progressively longer segments of reading material to build comprehension skills
○ Outline reading material for student
○ Teach student to identify main points

Area: Reading

Problem: Student has difficulty recognizing words on grade level
Possible Intervention Strategies:
○ Teach the student to use context clues to determine meanings of words
○ Emphasize the use of root words, suffixes and prefixes
○ Tape record reading passages and have student listen and follow along
○ Highlight key word and phrases for the student
○ Make a list of main points from the reading material, written at students reading level
○ Use a sight word vocabulary approach in order to teach the student key words and phrases when reading directions and instructions

Area: Reading

Problem: Student has difficulty recalling sequence of events in stories
Possible Intervention Strategies:
○ Have student write main events as he/she reads them
○ Have student read one paragraph at a time and make notes of the events
○ Have student paraphrase the sequence of events in a paragraph
○ Teach student to visualize information as if it were a movie
○ Have student practice repetition of information in order to increase short term memory (names of characters, events, etc)
○ Teach the student to identify main idea and the relationships within the story to enhance recall of information in correct order
○ Have student practice remembering sequential activities (following recipes) to build skill of sequencing

- Provide practice in sequencing using a computer software program that provides immediate feedback

Area: Reading

Problem: Student has difficulty identifying topic sentence and main idea of material

Possible Intervention Strategies:

- Teach student that often the first sentence of a paragraph is usually a topic sentence and main idea
- Teach the student that the main idea and topic sentence will contain information answering any “WH” question and will most likely be the main idea of the paragraph
- Teach the student that the main idea or topic sentence in a paragraph usually makes sense when it stands alone
- Highlight main idea in one color and supporting details in another color

Area: Reading

Problem: Student has difficulty identifying supporting detail when reading

Possible Intervention Strategies:

- Teach student that often the first sentence of a paragraph is usually a topic sentence and main idea
- Teach the student to find the main word or idea of a paragraph and make a web around that word inserting other ideas within that paragraph that supports the word identified
- Provide webs for the student with the main idea and have the student fill in the blanks with supporting information from paragraph
- Highlight main idea in one color and supporting details in another color
- Play “Detective” with the student. Give student the main idea and have him/her find supporting “evidence” that goes with the main idea