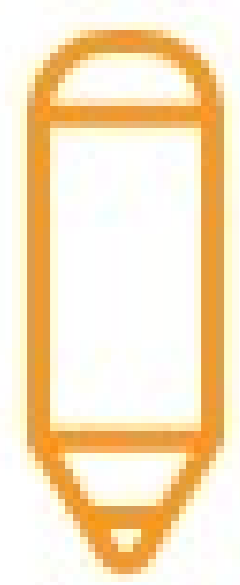




Context

Before intervening and implementing accommodations to help the student in the classroom, it is important to observe the student.

Observing the student's strengths and difficulties in reading allows the teacher to choose a course of action best suited to the student's needs. This is an important step in which the student can be invited to participate. Knowing the student's strengths and needs helps the student gain confidence and know what strategies to use to overcome difficulties.



Observation grid in practice

Here is a grid to identify the student's strengths and weaknesses in reading and the intervention strategies to be implemented following the observations

	Relieving the act of reading	Adapt time	Adapt content	Material means to compensate
The student reads in a jerky manner: reads orally with many errors in words, hesitations and backtracking.				
Has difficulty acquiring and using "global or instant recognition" of frequent or irregular words (e.g., sir)				
The student has difficulty understanding instructions				
Student has difficulty summarizing a read text				
Student does not like to read				
Students often lack the time to complete their assignments				
When reading and writing are involved, he/she has difficulties in the development of other disciplinary skills				
Overuses contextual anticipation in reading situations (frequent substitution of words with synonyms; omission, addition or substitution of words, etc.)				



Example

After observing the young person with special needs, his difficulties and strengths, it is important to put in place adapted interventions.

	Example of adaptation
Relieving the act of reading	<ul style="list-style-type: none"> ✓ The teacher reads for the student ✓ Another student reads to help ✓ Use an immersive reader ✓
Adapt time	<ul style="list-style-type: none"> ✓ Allow 1/3 extra time ✓ Materialize the time (time timer ...) ✓
Adapt content	<ul style="list-style-type: none"> ✓ Propose less quantity to read ✓ Adapt the writing (font, size...) ✓
Material means to compensate	<ul style="list-style-type: none"> ✓ Scanning pen ✓ Computer with software for immersive reading; ✓ Software to help with the formatting of the writing ✓ Support to monitor reading ✓

To be more effective, it is also necessary to consult with the young person who is having difficulties, in order to have his or her opinion on the proposed adaptations. For material adaptations, it is often necessary that their implementation be preceded by a period of learning about the tool.



Resource

In order to have more information on the possibilities of actions and adaptations to be set up to help the student to appropriate the written contents, you can discover the whole of the practical cards.

- 1-** Observation grid for reading difficulties
- 2-** Accessibility of the layout
- 3-** Adaptation colours and contrast
- 4-** Using easy-to-read framework
- 5-** Mindmapping
- 6-** Storyboarding tools for teaching lessons
- 7-** Adapting the content of writing
- 8-** Adaptation of the content and presentation
- 9-** Adapted lexic to help people with learning disabilities
- 10-** Resources of visual aids to adapt the presentation of written word

- 11-** Alternative and/or complementary means to reading comprehension
- 12-** Creating accessible pdf's
- 13-** Provide resources top help the young person refine their understanding of a task
- 14-** Theexistence of on-screen buttons that will help students move backwaerds or forwards
- 15-** Reasonable facilities for appropriating written content
- 16-** Supports to facilitate note-taking