



## CLASSROOM STRATEGIES

### **LOSES PLACE WHEN READING OR OMITS, SUBSTITUTES, OR REVERSES LETTERS, WORDS OR SOUNDS**

- Make sure the student's basic visual acuity, convergence/divergence ability, tracking skills, as well as higher level visual processing has been recently checked. Referral to an optometrist specialised in these skills may be warranted (eg. an orthoptist)
- Reduce the amount of information on a page if it is causing visual distractions for the student.
- Have the student point to words (or parts of words) as they read in order to hold their place and recognise any omissions, additions, substitutions, or reversals.
- Have the student use a paper strip, a ruler or a reading "window" which they can move down and across the page as they read each line.
- Tape record the student's reading so that they can hear their omissions, additions, substitutions, or reversals and see whether they can recognise their own errors. This should bring greater self-awareness of the issues as well as recognition of common mistakes.
- In a small group, require all students to point, look and listen when other group members read orally, so that tracking skills and divided attention skills (between visual and auditory information) are enhanced.

For more educational strategy sheets please go to [www.scdcentre.com.au](http://www.scdcentre.com.au)

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