INTERVENTIONS FOR PROBLEM READERS

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Reading readiness refers to the period when the child is getting ready to read. According to Tejero (2004), this listening and speaking vocabulary from parents and older members of the family becomes more organized when he/she is under the guidance of his teachers in the school, in nursery, or in kindergarten.

The Reading Association of the Philippines (RAP) claims that some interventions can be applied to the seemingly problem readers. Early identifications of these learners can facilitate learning reading.

- Program adjustments for these children can be several kinds;

1. A child may be placed in a modified kindergarten program which will provide developmental experiences, as well as an additional year of mental and physical development.

2. A child can be put into an intensified readiness program designed to stimulate his strengths and to provide practice in area of identified weakness.

3. A child can be channeled into modified reading program which stresses the use of language experiences or opposed to traditional reading programs.

- Accept and Challenge
1. Provide instructions in a child’s strengths. He needs to show you his peers, and himself the things he can do well.

2. Keep testing to a minimum. If his program is serious, most tests reveal little. Teach to his strengths and help him start on a positive note before doing intensive testing.

3. Provide alternatives to every activity. Let the child make choices. Show them you trust and respect his judgments.

- Each child should also be challenged.

1. Let slower children work in teams and in pairs with faster children. Slower children can read, study, help make reports and even lead discussion with the faster children.

2. Utilize pictures from comic strips and magazine to teach required but not the amount of thinking.

3. Teach skills through the use of games. Win or lose, games are a challenge and children will work at them.

- The culturally different child

  o Teacher must recognize culturally different children or having distinct and good cultures.
o They are not cultureless.

o They can be taught if their strengths are evaluated and their programs adjusted so that they feel accepted and challenged.

A teacher must not forget that his/her primary responsibility is to educate the children, through reading, since reading is the mother of all learning.

Reference: