

Stage 2: The referring teacher gave a brief description of Amanda and specified that he wanted her to improve her reading skills and to work independently, and also to gain self-confidence.

Stage 3: Team members now had a chance to ask any questions for clarification. One member wanted to know whether there was support from the home, which there was.

Stage 4: During the brainstorming session all suggestions were directed to the facilitator. The suggestions were:

1. Have Amanda read to a younger student.
2. Repeated reading: have Amanda read the same story several times.
3. Have her keep a journal to express her feelings.
4. Meet with her parents to develop a plan.
5. Make up a checklist of things that she has to do to be more organized. She can check off each item as she completes it.
6. Have her copy class rules for a display.
7. Have the homeroom teacher discuss with her how important it is to ask for help. Include peers.
8. Limit homework time.
9. Establish a private signal with her that will indicate that she needs help.
10. Use computer software to help with reading and writing.
11. Teach Amanda the five-finger test for choosing her own reading material. Take a book and open it to any page and as you read put a finger down for any word you don't know. Five fingers for one page means the book is too difficult; no fingers means it is too easy; somewhere in between is best.
12. Have Amanda present oral book reports.
13. Ensure that homework is related to reading.
14. Have Amanda read to a parent for fifteen minutes every night. Have them read alternate paragraphs to each other.
15. Make sure that Amanda is not singled out.