

16. Make Amanda responsible for fewer questions than the rest of the class.
17. Have her write daily about herself. It should be short and should be marked and returned with constructive criticism.
18. Praise her for good health.
19. Have someone read to her every day.
20. Have Amanda repeat directions to make sure that she understands what is expected of her.
21. Have her write with a peer.
22. Use the Specific Skills Series reading comprehension book.
23. Plan a time every day to check on her organization.

Stage 5: The facilitator and the referring teacher went over the suggestions and the referring teacher assigned either number 1: an idea to try immediately; number 2: a good idea, but not a priority; or number 3: an idea that has already been tried or would not work. In this case, the referring teacher chose three ideas to try immediately.

Stage 6: The facilitator assisted the referring teacher in establishing the following action plan:

1. The methods and resource teacher will arrange and participate in a meeting with Amanda's parents to discuss her progress to date and to begin formulating a plan for her success.
2. Amanda will begin repeated readings. The methods and resource teacher will supply a one-hundred-word passage each week and a chart to record the mistakes and time the exercise takes each day. Since these will both decrease, this activity will give Amanda a sense of accomplishment and greater self-confidence.
3. Amanda will write daily about herself (about My Favourite Pet, What I Like About My Friend's House, My Favourite Holiday). This exercise will be short and will be marked and returned to Amanda with constructive criticism.