

Intervention:

- When appropriate, change student's assigned computer; check headphones.
- Using Y-adapter, listen as student works.
- Explain exercise/practice in Demo Mode.
- Use manipulatives to teach exercises such as Block Commander.
- Show student Success Viewer; for next day, challenge him/her to work on most difficult exercise "second."
- Print short summary report (5 days) for each student; weekly share with students and classroom teachers.
- Print and share error reports with students and/or classroom teachers.

Motivation:

- After first two weeks, offer incentives/reward program.
- Vary the routine: Monday: Work in Socks Tuesday: Double Points in One Exercise Wednesday: Dim Lights Thursday: Prize for Increase Points Friday: Color/Create Percent Complete Chart
- Completion Certificate: Print; cut into 4ths; award ¼ as students qualify; glue in Fast ForWord folders.
- Highlight first students progressing from one product to the next with a photo poster in the lab!

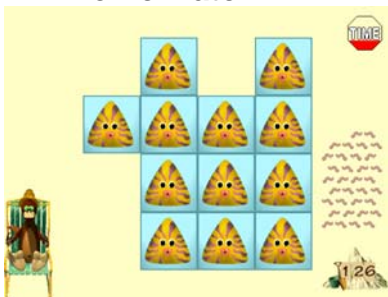
Circus Sequence



Directions: Click the sound button and listen. Click the up and down arrows to match the sequence of sounds you just heard.

- Teach students to close eyes and use the keyboard short cuts:
Up Arrow= Target Sound Left Arrow=Up Sweep
Right Arrow=Down Sweep
- Remind students: 10 consecutive correct answers required for progress toward completion.
- Answer AFTER tones are presented. Two tones = two keystrokes
- Practice: Language Basics: Flying Saucer

Phonic Match



Directions: Click a tile and listen to the word associated with the tile. Click the other tiles to find the match. Confirm the match by clicking the target tile again.

- Compare this exercise to the game, *Concentration*: "Hidden behind each tile is a word. Find the matching word in the fewest clicks."
- Teach students to work in a pattern: Left to Right
- Remind students that the fewer clicks (trials), the more points will be earned. Note: An icon disappears with each click.
- At times, it will be necessary to click three times to match two tiles.

Language Comprehension Builder



Directions: Click the sound button to hear a sentence. Click the picture that best represents the sentence.

- Encourage students to listen then repeat the command silently. Then students should move the cursor to the correct box and click.
- Some students (ESL, Special Ed, etc.) will need extra help with vocabulary words. Share word lists (Professional CD) with classroom teachers and/or parents.
- Share error reports with students, classroom teachers, and parents.

Block Commander



Directions: Click the sound button to hear instructions. Follow the instructions: Click to touch the shapes or click and drag to move the shapes.

- Touch = Click Move = Click & Drag
- Create manipulative: checkerboard and shapes. Using this manipulative, teach students commands: Behind, In Front of, etc.
- Check Error Report: Students who consistently miss certain **COLOR** combinations might be color blind.

Phoneme Identification



Directions: Click the sound button to hear the target syllable. Click the character that repeats the target syllable.

- Teach keyboard shortcuts: Up Arrow=Target Syllable
Left Arrow=Left Character Right Arrow=Right Character
- Work with eyes closed; repeat the target syllable silently.
- The sound may be difficult to identify at Processing Level 1 (very slow) but remind the student that his task is to **MATCH** the sound.

Old MacDonald's Flying Farm



Directions: Click and hold the flying animal and listen to a series of repeated syllables. Release the animal when the syllable and tempo change.

- Teach keyboard shortcuts: Press space bar to hold animal. Release space bar when syllable and tempo change. Work with eyes closed.
- Remind students 10 consecutive correct answers are necessary for progression.
- Practice in demo with the student's hand on top of yours.
- Extra practice: Language Basics: Drag Racer.

Phonic Words



Directions: Click the sound button and listen to the word presented. Click the picture that you were instructed to identify.

- Encourage students to listen then repeat the word silently. Then students should move the cursor to the correct box and click.
- Some students (ESL, Special Ed, etc.) will need extra help with vocabulary words. Share word lists (Resource CD) with classroom teachers and/or parents.
- Print and share error reports with students, classroom teachers, and parents.