

## Sample Wording for Recommending Audio Assisted Reading from Ike Presley

\_\_\_\_\_ should begin to develop skills necessary for audio assisted reading. This can be partially accomplished through the steps below. He/she will need to start this training within the next year.

\_\_\_\_\_ will need to be provided with training in the use of a modified tape recorder/player or a digital talking book player (DTB) and in the development of refined listening skills.

The teacher will need to begin with materials of high interest to \_\_\_\_\_. The teacher will need to record these reading materials and make up questions covering the content of the passages. Before listening to the recording \_\_\_\_\_ should be provided a braille/large print copy of the questions and read them, or have the questions read to him/her.

In the beginning, the questions should be in sequential order. While listening to the tape he/she should stop it when he/she hears the answer to the first question and then write or tell the teacher the answer.

Once \_\_\_\_\_ becomes comfortable with this activity, the teacher will want to point out to \_\_\_\_\_ what types of questions are generally being asked. He/she will need to be made aware of the Who, What, When, Where, How and Why type question that lead to the important information in the passage.

After \_\_\_\_\_ masters this skill the teacher will provide the questions for additional passages in a non-sequential order. Upon mastery of non-sequentially ordered questions \_\_\_\_\_ will be ready to move on to longer reading passages. Each time \_\_\_\_\_ moves on to longer reading passages the questions should return to sequential order until he/she masters the longer passages such as short magazine articles.

Once \_\_\_\_\_ has mastered these short articles he/she will be ready to move on to more formal reading materials. Passages recorded by the teacher should be indexed so that they can be used to teach \_\_\_\_\_ how to locate certain passages.

At the next level, the teacher should acquire a reading skills building series such as the old Barnell-Loft series entitled "Specific Skills Series" or its modern equivalent. These reading series are good because they cover numerous levels and various reading skills, the questions, and sequencing have already been created and they are available from RFB&D.

Other materials that will be of great assistance in teaching audio assisted reading may be borrowed from reading teachers and LD teachers. Materials used for regular reading can be easily modified for audio assisted reading. Some of these materials may already

be available on tape/CD or can easily be recorded by volunteers or the Recordings for the Blind and Dyslexic.

After working with these types of materials for a while, passages from textbooks can be introduced. In an effort to make a smooth transition, I suggest that you begin with a chapter of science or social studies, etc. that the student has just completed in class. This ensures that the student will be listening to somewhat familiar material. Once this is mastered the student is then ready to begin listening to current passages in their textbooks.

All through this process, it is essential that the teacher work with \_\_\_\_\_ at each new stage of the process. It is very important that the student have daily assignments that will help develop these audio assisted reading skills. Once the student demonstrates some competency with the current stage, the teacher can give the student assignments to be done on days when the teacher is not present, or for homework.

After the student becomes comfortable with audio assisted reading it may be helpful to allow them to read along with short passages. While listening to these materials, \_\_\_\_\_ can follow along in the print/large print/braille copy if possible.

To acquire these skills \_\_\_\_\_ will need to be provided with a modified tape player/recorder or digital talking book player, which can be used to access printed information, and later on for note taking. The recorder should have as many of the following features as possible:

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|-------------------------------|---|
| 4-track play                  | cue and review feature                    |
| 2 track record                | speaker                                   |
| 4 track record                | earphone jack                             |
| 15/16 & 1 7/8 play and record | internal microphone                       |
| variable speed playback       | variable pitch control                    |
| external microphone jack      | AC adapter                                |
| external microphone           | rechargeable batteries, internal/external |
| tone indexing                 |   |