

## **Duet Reading** (also called **Neurological Impress Method**)

**PURPOSE:** To increase the student's fluency of reading and vocabulary by reading aloud with the tutor. To help the student read faster, with more confidence, and to begin to discover that reading is fun.

**TO BE USED WITH:** Students who have some reading ability but who are reading hesitantly, word for word, or with no expression.

**IT WORKS!** A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7½ hours of instruction in this method over a 6-week period. This method has also been used with students who have a stuttering problem.

### Description of Method

**CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT.** Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, a magazine or newspaper article, a pamphlet, or a brochure.

**BEGIN READING TOGETHER:** The tutor and student read the book aloud together. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

**USE YOUR FINGER:** The tutor must move her finger beneath the lines being read. This helps the student keep up and acquire practice reading from left to right. It also helps bring his eye back to the beginning of each line without losing his place.

**KEEP GOING:** The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the

student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending at least ten minutes at the end of each tutoring session using this method.

**NO QUESTIONS:** Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used **ONLY** as an oral reading exercise.

**IS THE BOOK TOO HARD OR TOO EASY?** If the student keeps up with little effort, the tutor should use more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, the tutor should use easier material.

**KEEP IN MIND:** Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level.

It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own.

Many students with reading problems were never read to as children, so this can be a valuable experience in helping them in several ways. It can motivate them to practice reading on their own. It can introduce stories that parents can orally tell their children.