

# Effective Teaching and Learning Practice Task Difficulty

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## Addressing Task Difficulty in Your Classroom

<b>List several of the activities students complete in your class:</b>	<b>Identify ways you could address task difficulty in each activity:</b>
1.	
2.	
3.	
4.	
5.	

## Strategies to Address Task Difficulty

Length adjustments	Increase Instruction/Practice
<p><b>Question to ask:</b> “Will the student be able to complete the task if assignment length adjustments are made?”</p> <ul style="list-style-type: none"> <li>• Shorten the assignment, allowing the student to demonstrate mastery with fewer items.</li> <li>• Highlight, in color, those problems the student is to complete.</li> <li>• Break the assignment up into shorter tasks; put fewer problems on a page.</li> <li>• Have shorter work periods with other tasks in between.</li> <li>• Have the student cover all items except the one he is working on at the time.</li> </ul>	<p><b>Question to ask:</b> “<i>Will the student be able to complete the tasks if they have more instruction, guided or individual practice?</i>”</p> <p><b>Acquisition</b></p> <ul style="list-style-type: none"> <li>• Use different instructional strategies to represent concepts in different ways.</li> <li>• Arrange extra brief instructional sessions using modelling, guided practice and independent practice.</li> </ul> <p><b>Fluency building</b></p> <ul style="list-style-type: none"> <li>• Arrange for a peer tutor to help with guided opportunities to practise.</li> <li>• Have students work with partners (e.g. flash cards to increase reading fluency).</li> </ul> <p><b>Mastery generalisation</b></p> <ul style="list-style-type: none"> <li>• Use meaningful real-life examples for practise and application.</li> </ul>
<p style="text-align: center;"><b>Time adjustments</b></p> <p><b>Question to ask:</b> “Will the student be able to complete the assignment if time adjustments are made?”</p> <ul style="list-style-type: none"> <li>• Have shorter work periods with other tasks in between.</li> <li>• Provide physical breaks between difficult tasks.</li> <li>• Provide alternative times for the work to be completed.</li> <li>• Extend the due date.</li> </ul>	
Adjust input mode	Adjust response mode
<p><b>Questions to ask:</b> “Could the student do the work if the mode of input was altered? Does the student have difficulty making meaning from typical means of instruction?”</p> <ul style="list-style-type: none"> <li>• Provide access to digital texts, text-to-speech functions, multimedia sources.</li> <li>• Include illustrations or graphic organisers describing how to complete tasks or as additional structure and support.</li> <li>• Highlight and/or underline important words in instructions and texts.</li> <li>• Create guided notes that limit reading and highlight key points.</li> <li>• Assign a partner to share the reading requirements and assist the student with unfamiliar words.</li> <li>• Assign a partner to share the reading requirements and assist the student with unfamiliar words.</li> </ul>	<p><b>Questions to ask:</b> “<i>Could the student do the work if the mode of responding was altered? Does the student have difficulty responding in written format, orally, or when reading is involved?</i>”</p> <ul style="list-style-type: none"> <li>• Provide a choice between written and oral answers.</li> <li>• Allow the student to dictate answers to the teacher, an assistant, or peer.</li> <li>• Create guided notes to minimise writing.</li> <li>• Allow the student to tape record answers to tests or assignments.</li> <li>• Allow the student to use other creative modes for demonstrating understanding (e.g., building, drawing, drama, etc.).</li> </ul>