

Things to Remember

- Always praise your child. It may seem redundant at first, but some students may not receive the attention and encouragement they need.
- Maintain a positive attitude toward your SMART time. Remember that you are the model for your students' behavior and they will be influenced by your attitudes.
- Finally, remember that you are not solely responsible for the success of your child – there may be outside influences that you cannot change. However, you can make a difference.



SMART is a 501c3 nonprofit. Our vision is an Oregon where every child can read and is empowered to succeed.

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Reading with a Shy Child

The Shy Child

Shyness is a common but little-understood emotion. Everyone has felt ambivalent or self-conscious in new social situations.

Shyness can be a normal, adaptive response to potentially overwhelming social experiences. By being somewhat shy, children can withdraw temporarily and gain a sense of control. Generally, as children gain experience with unfamiliar people, shyness wanes.

Because developing a positive relationship with your student is the most important first step toward a successful reading experience, you may wish to try the following suggestions so that you can make the most of your time with a shy student.

Working with Shy Children

- Be patient; speak softly and gently.
- Do not pressure your child to read or talk.
- Watch your child's expressions for hints of his or her interests. For example, a subtle smile may tell you that she likes kittens.
- Ask non-threatening questions to build confidence, e.g. questions about colors and numbers. A simple nod may be your best response in the beginning.
- Talk about yourself, your family, books you enjoy and other relevant information. Your child will appreciate what you share and will feel more comfortable with you.

Choosing and Reading Books

- If your student has trouble selecting a book to read, choose a few that you think s/he will like and then have him/her select one of those to read first.
- Choose stories with rhymes and repetitious words and invite the student to participate, e.g. Dr. Seuss, Eric Carle.
- Read one part of a repeating phrase and then have your student "echo" the following part.
- Create voices for different characters as you read and animate your own inflection. Have the student suggest how the character might sound.