

## Remediation Techniques for Children with Orthographic Processing Difficulties

Instructional content for struggling readers with orthographic processing difficulties should be delivered to address the students' specific needs. The educator will want to target intervention with the following characteristics and methods in mind.

### If the student has...

- **adequate phonological abilities, phonemic awareness, and decoding skills**
  - *an intensive phonetic approach to reading instruction that emphasizes phonemic awareness and phonics is not needed*
- **confusion of similar graphemes (e.g., p/q)**
  - *explicitly teach letter formation and provide handwriting practice*
- **difficulties with rapid recognition of high frequency words**
  - *teach word study with an emphasis on morphological awareness (e.g., base words, roots, prefixes, and suffixes) and spelling patterns*
  - *practice automaticity with Fry's/Dolch list of instant words*
  - *use repeated reading to develop automatic recognition of word patterns*
- **problems recognizing syllables and morphemes**
  - *provide word building activities with prefixes, roots, and suffixes*
  - *teach derivative rules for spelling when adding a suffix (e.g., adding [running], dropping [saving], and changing rule [cried])*
  - *teach derivative rules for spelling of words that share a common root or base word (e.g., instruct/destruction, know/knowledge)*
- **problems with spelling accuracy, more related to morphological awareness, semantic awareness, and mental graphemic representations (sight words)**
  - *use a structured approach (sequential and systematic) to teach spelling*
  - *practice sight words with the see it, say it, write it while saying it, write it from memory sequence (Fernald technique)*
  - *build awareness of word meaning and differences for homophones (there, their, they're; road, rode)*
- **over-use of unconventional spelling units**
  - *use a structured approach to spelling with emphasis on conventional spelling rules*
- **over-reliance on reading phonetically or sounding out each word**
  - *promote speed in word recognition using rapid word recognition charts with irregular words*
- **difficulties with text reading fluency (and associated comprehension problems)**
  - *practice and monitor progress of oral reading with repeated readings of continuous text*
  - *provide explicit instruction and strategies for reading comprehension*