

# Student Word Processing Strategy Analysis

Student: Sight-Word Victim, Male, 11 years old, fifth grade

Date: 1/23/03 - School: Somewhere. - Diagnostician: Mr. Phonics

Assessment Instrument: *Miller Word Identification Assessment II (MWIA II)*.

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## Objective Analysis

210 Holistic words: 43 words per minute, 6 errors.

210 Phonetic words: 33 Words per minute, 33 errors

A slowdown of 23 % on Phonics words. (15% and up indicates *Whole-Word Dyslexia*)

Ratio of phonics errors to holistic errors  $33/6 = 5.5$

Phonetic corrections: 18 out of 33 attempted = 55% phonic efficiency.

Student scored "Place in 4<sup>th</sup> Grade" on the 1987 *Riverside IRI*.

Student scored 85% on the 4th Grade TAAS.

(Obviously by much laborious contextual and syntactical guessing, and perhaps a run of good luck.)

## Errors analysis

### I. Holistic Words:

away – always; gown – grown; hall – hell; house – horse; now – no; ship – rip.

Teacher Observations: Severe slowdown for consonant blends; nervous, struggling, consumed a lot of energy to identify the words.

### II. Phonetic Words:

rib - rid; mush – mash; camp – clamp; sand – stand; gang –grand; chick – click; lend- led;  
snag – sang; quench – inch; grip – grind; hints – hits; brink – drink; lumps – lups;  
bound – bold; pounds – proud; jar – jaw; veal – vessel; drawn – dawn; hound – hood;  
spout – spoilt; coo – crew; how – house; fir – fill; beam – deam; loin – lion; clamp – clap.

## Teacher Observations

Student noted that the Phonics Words were much harder than the Holistic. There were many self-corrections, lots of guessing, reversals, insertions, and deletions. The student has poor knowledge of the symbol-to-sound correspondences. The student's fundamental problem is a *Confused Visual Patterning Response Reflex*. His perceptual problems seriously compromise his ability to comprehend text because large amounts of attentional capacity that should be allocated to comprehension are wastefully consumed in his hopeless struggle to identify words. He is identifying words by their configuration rather than inner syllable structure. He is a "subjective" reader.

## Instructional Recommendations

The student will work through the 72 *Exercises* in Rudolf Flesch's *Why Johnny Can't Read and what you can do about it*, seeking to maintain accuracy while increasing his single-word-identification-speed until he has attained automaticity in context free decoding. An effort will be made to isolate the student from his word guessing environment by limiting independent reading (Accelerated Reader) until he has completed remediation.

## Projected Outcome of Proposed Remediation

Intensive exercise in phonics will *dramatically improve* his overall comprehension by mitigating the enormous drain that faulty word identification strategies are causing on his attentional capacity. A post *MWIA II* and *1987 Riverside Reading Inventory* will demonstrate effectiveness of proposed remediation.