

Student Word Processing Strategy Analysis

Based on the *Miller Word Identification Assessment II* For Whole-Word Dyslexia

Student: Male Sight-Word Victim Age: 12 Grade: Seventh
Date: 11/18/05 School: Somewhere Diagnostician: Mr. Donald Potter

Objective Analysis

210 Holistic words: 35 wpm, 28 errors.
210 Phonetic words: 28 wpm, 42 errors.
A slow-down of 20% on Phonics words.
Ratio of phonics errors to holistic errors: 42/28.
Only 25 out of 42 phonic words spell-corrected.

Errors Analysis

I. Holistic Errors

bent – beneath, bump – jump, came – comb, cold – could, gown – grown, like – kind,
lots – lost, kite – kit, kites – kits, know – how, rake – raid, pack – back, oh – ah, said – sait,
sat – sit, say – should, sad – had, see – she, shake – shack, shame – sham, show – how,
take – tack, tame – time, this – said, wet – went, would – wild, playthings - playing

II. Phonetic Errors:

men – man, den – Dan, fog – frog, pup – push, tap – pass, pet – ped, crack – crock,
pond – pound, chunk – check, stub – sub, punch – kunch, monk – mask, bugs – busk,
grunt – drown, camp – cap, hunt – hut, gulps – glups, hints – hunts, facts – fast, lifts – lift,
cloud, could, reap, rep, peach – punch, found – fround, bound – bond, leaf – lef, squeal – ???,
chart – charge, proud, pron, brawl- bawl, cork – sork, fir – fire, spook – spoke, boost – bost,
loin – lion, paw – ???, chirp – crisp, crook – crock

Tester Observations

The sight-word victim read very quietly and did not enunciate vowels clearly. He was in a dyslexia program in elementary for several years. The MWIA II clearly indicates artificially induced whole-word dyslexia. He is a “subjective reader” with a confused visual patterning response. He mentioned that the Phonics words were much harder than the Holistic.

Instructional Recommendations

The student will work daily with Rudolf Flesh’s 72 Exercises in 1955 *Why Johnny Can’t Read, and what you can do about it*. The student will be removed from his whole-word guessing environment (outside reading) and do only phonics exercises **until** he overcomes his whole-word guessing habit. He will also begin instruction in fluent cursive handwriting.

Projected Outcome of Remediation

Student will become an “objective reader,” reading from the sounds of the letters instead of guessing from word configuration and context. Both his objective comprehension scores and subjective reading enjoyment will be dramatically improved. His post MWIA II will show significance reduction in his whole-word dyslexia. www.donpotter.net www.blendphonics.org