

ORTHOGRAPHIC PROCESSING

(Comments and Resourced Collected by Members during Mondays with MASP (2/1/2021))

The Highlights

- *Sound-Symbol breakdown*: Not connecting letters to writing/reading.
- *Orthographic Knowledge*: Understanding of spelling patterns, understanding of syllable boundaries
- *Orthographic Recall*: Recall of spelling patterns for writing
- *Orthographic Recognition*: Recognition of words when reading.
- *Areas affected*: Spelling, sight word-reading & reading fluency

Assessment

- TOC: Test of Orthographic Competencies
- FAR: Feifer Assessment of Reading
- PAST: Phonological Awareness Skills Test
- CTOPP-2: Comprehensive Test of Phonological Processing (Rapid Naming in conjunction with other assessments)
- WISC-V: Naming Speed Literacy & Naming Speed Quantity
- WJ-IV Letter-Pattern/Number-Digit Matching with CTOPP-2 Rapid Naming in XBASS will give orthographic composite

Interventions

- Word Families
- Targeted instruction on spelling and reading patterns
- Practice in recalling individual letters and letter sequences from flashcards
- Pair looking for words in print that match the letter patterns being taught
- Explicitly teach handwriting

Curriculums that Provide Direct Instruction

- SPIRE
- Seeing Stars
- Words Their Way
- Foundations

Things to Research as a District/School Psychologist

- Are Orthographic, phonics, decoding and phonemic awareness explicitly taught at the Tier I level?
- What interventions have been done at the Tier 2 and Tier 3 levels through MTSS to target orthographic processing skills?
- When exposed to targeted interventions, did the student make progress?

Resources

- Essentials of Assessing, Preventing and Overcoming Reading Difficulties - David Kilpatrick
- Understanding, Assessing and Intervening on Reading Problems – Laurice Joseph
- DOE – Dyslexia Stakeholder’s Group – Led by Tracy Whitlock
- Sightword Teaching Strategies
- Integrating RTI with Cognitive Neuropsychology: A Scientific Approach to Reading – Steven Feifer & Douglas Delta Toffalo
- Remediation Strategies for Students with Orthographic Processing Difficulties