

Dyslexia Intervention Tips

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Recommendations for Parents

1. Emphasize the need for intensive early interventions
2. Daily reading, year round
3. Don't limit reading interventions to one approach
4. Processing interventions may be needed
5. Discuss interventions which lack evidence-base, such as colored transparencies

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Interventions

1. More reading practice is the best overall method
2. There are many evidence-based reading programs
3. Not every program works for every child
4. Child's progress will be slow
5. Include morphology instruction, such as prefixes, roots, suffixes

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Interventions Design Recommendations

1. Should be direct instruction approach
2. Teacher modeling
3. Lots of immediate, corrective feedback
4. Oral language instruction
5. Allows readers to see patterns and irregularities
6. Multisensory
7. Teach strategies for figuring out words
8. Metacognitive – make them more self aware

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Phonological Processing

1. There are many evidence-based programs
2. Do phonemic awareness training early
3. Teach segmenting and blending
4. Teach advanced phonological processing, such as deletions, substitutions, and omissions
5. Teach phonics rules

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Orthographic Processing Weakness

1. Place emphasis on phonics instruction
2. When teaching basic sight words, discourage from trying to sound out the word. Rather, encourage child to look at the whole word and try to recognize it as a whole.
3. Do more rehearsal/repetitions of whole words as they are read, especially when a correction is needed

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Orthographic Processing Weakness

1. Encourage reader to look at bigger chunks of the word instead of one letter at a time
2. Practice reviewing word families with words that differ by only one phoneme
3. Do several repetitions of word
4. Review sight words frequently
5. Use new sight words in a variety of activities
6. A matching game – match the two sight words that are the same

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Teach Word Patterns

1. Teach roots, prefixes, and suffixes and their meaning
2. Teach alterations, e.g. how “ough” is pronounced differently in though, thought, rough, and through
3. Use a word families approach
4. Do word sorts into groups of rimes or other categories

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Teaching Spelling

1. Is more resistant to improvement
2. Teach common spelling patterns, such as “ight” and all the words that use “ight”
3. Teach morphology, such as how to form plurals and past tenses and adding suffixes, etc.
4. Focus on high frequency words

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Spelling Steps

1. Look at the word and say it
2. Point to each letter as the word is spelled
3. Say the whole word again
4. Say each letter as the word is copied
5. Close eyes and spell from memory
6. Look at and say the word again
7. Spell the word again while looking at

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Working Memory Weakness

For those who can't remember the phonemes they decoded long enough to blend them

- Repeat the phonemes/syllables they just decoded
- Say the first phoneme/syllable as a prompt
- Have reader repeat phonemes and blending a few times

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Rehearsal for WM Deficits

1. Most have by age 10; 1st graders can learn
2. Students with severe WM deficits cannot maintain sequence during rehearsal
3. First aloud, then subvocal
4. Increase length of list as student improves
5. Good maintenance if overlearned
6. Academic benefits reported in research (Ornstein, Naus, & Stone, 1977)

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Ways of Practicing Rehearsal

1. Say entire span and then have student practice saying entire span 4-5 times
2. Trainee repeats first word until next delivered then adds next word to the repetition (cumulative method)
3. Teach trainee to rapidly switch between processing and rehearsing

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The Reading Pen

- <http://www.readerpen.com>
- Price: \$250.00

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