

ExWyZee Remedial Reading

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FOCUSED vs INCIDENTAL INSTRUCTION now is the time

The statistics we see, as well as anecdotal observations, indicate that 15 to 20% of us suffer some degree of the Neurological Dyslexia Syndrome. That suggests that a high percentage of the students who qualify for Special Ed programs are affected. My own observations indicate it's well over half of them.

We don't know for sure because most schools don't have a program in place to diagnose dyslexia. It's an elephant in Special Ed rooms. Consequently, in some programs the special education population is treated as a homogeneous group of problem readers, treated with essentially the same one-size-fits-all materials and methods. A major aspect of the problem is the incident-driven remedial instructional mode.

Incident Driven Remedial Instruction: Deficits in reading skills are treated when *incidents* of those deficits occur during oral reading sessions.

Focused Remedial Instruction: Exercises and drills are designed to concentrate students' attention on specific reading sub-skill deficits, the focused instruction to continue as long as those deficits are handicaps to reading.

Incidental Example 1: In an oral reading session a student reads site as sit, and the incident is treated by discussion of the e-rule. With the letter-e affixed to the word *sit*, the 4-letter result, *site*, is read with the long vowel (long-i). Nothing wrong with that mode of instruction, unless the e-rule deficit is a persistent problem for that student, as is common for dyslexics. In that case the student needs focused and frequent drills, where three-letter combinations are presented (eg mit, bak, lop), and the student is directed to pronounce the words resulting from affixing the letter-e, and vice-versa. (See ExWyZee Sightword Set 1313.)

Incidental Example 2: In oral reading, a student exhibits the P = Pa Phoneme Fault. (eg reading apricot as aparicot, submarine as subamarine, bask as baskuh, random as errandom) and the fault is treated only when such *incidents* occur. Then sets of error-inviting words are called for. (See link P=PaPhonemeFault.)

Incidental Example 3: One of the most grievous examples of the detrimental effect of incidental instruction is treatment of the Transition Deficit, a student's failure to make the transition from Letter By Letter Sounding Out of words (LLSO) to Decoding By Parts (DBP). See Link: Transition Advisory. (*The Transition* is an ExWyZee term.)

For students with mild reading problems standard incident-driven instructional works fairly well. But for the not-so-mildly-impaired, and for the dyslexic, it does not. That student needs highly focused instruction on specific reading deficits.

Focused Example 1: Word separation drills to develop the transition from Letter By Letter Sounding Out (LLSO) to Decoding By Parts (DBP). Not to be confused with the common exercises in separating words by syllables, where Decoding By Separation is the not the fundamental objective.

Focused Example 2: ExWyZee vowel-sounds exercises to develop facility at experimenting with vowel sounds in decoding unfamiliar words. Including the two g-sounds (gorge) and the two c-sounds (cancer).

Focused Example 3: ExWyZee e-rule drills. Eg: What do these words become when the letter-e is added to them, sit, ban, dam, cot, zen, but?

Focused Example 4: ExWyZee snapshot drills. Eg: Seeing the word “sister” flashed on the screen for 3 seconds, and choosing it from a multiple-choice list of sister, mister, sistern. At a higher level, seeing the sentence, “My mother’s car is blue.” flashed for 3 seconds, and choosing it from a list of, My mother’s car is blue. My brother’s car is blue. My mother’s car is new.