



## Reading, Relationships, & Resources

### A Road Map for Remediation

#### Part 6 Reading Profiles: Specific Comprehension Difficulties

This blog is a further consolidation of what I have discussed so far in this series. If you have been following along, then the report linked below should make sense to you. I will talk about how to actually generate a similar report in a future blog.

In previous blogs, I wrote about how to informally assess a child with [reading](#), [writing](#), and [spelling](#) deficits. In the [blog](#) previous to those, I wrote about how to gather information about such a child. This process is extremely helpful in building a “big picture” view of a child’s strengths, weaknesses, learning styles, and character. It is in this blog that I will introduce you to the second of four reading profiles that are the possible outcomes of the Simple View of Reading (SVR) model that you were previously introduced to in the [first blog](#) in this series.

Today’s blog includes a link to the initial report of a student I worked with in the past, who falls to an extent into this Specific Comprehension Difficulties (SCD) profile. The SCD profile, which includes hyperlexia, and the SVR model are discussed in more detail in this [blog](#). This initial report will allow you to see how I have brought together all the information and assessments discussed so far in this series, to create a road map for remediation for this particular student. This

road map was actually adapted once it became clear that this student's difficulties had less to do with decoding (reading) and encoding (spelling) than I first thought, and more to do with language and reading comprehension. An upcoming blog will guide you in greater detail through the report writing process itself, so you will feel confident to do this with a child you are working with.

➤ Follow [this link](#) to view the SCD report.

Having worked for some time with this student and after ongoing observational reassessment, I noticed that he has more of a SCD profile than I first thought when this report was written. However, the road map created in this report was extremely helpful in getting his journey started. I will discuss the mechanism and value of reassessment and monitoring in a future blog in this series. At this time, I will include the observational reassessments made while working with this student and the specific changes made to his road map.

The next two blogs will deal with the other reading profiles and will include links to the initial reports of my students that fall under those profiles.

My webinars on informal assessment of reading, writing, and spelling deficits are available from the Orton Gillingham Online Academy at the links below. These were written for teachers, tutors, and parents who wish to explore informal assessment of these skills in depth.

- [Informal Assessment of Reading Deficits](#)
- [Informal Assessment of Writing and Spelling Deficits](#)

All previous blogs written in this series entitled a Road Map for Remediation can be found [here](#).

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