



Reading, Relationships, & Resources

A Road Map for Remediation

Part 7 Reading Profiles: Mixed Reading 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 third 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 into this Mixed Reading Difficulties (MRD) profile. The MRD profile 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 further altered once it became clear this student’s learning difficulties were more severe than first

thought following a private assessment conducted by an educational psychologist. 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 MRD report.

This student only worked with me for a few months before he transferred to working with one of my tutors who lived much closer to him. At that point she carried out a further reassessment and began working with him. This road map was very helpful in getting his journey started, and it was referred to in the transfer process along with the insights I gained working with this student. I will include her reassessment when I discuss the mechanism and value of reassessment and monitoring in a future blog in this series.

The next blog will deal with one final reading profile and will include a link to the initial report of my student who fell under this profile.

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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