

# SPELLING STRATEGIES

## STEPS

1. **DISCOVER:** Finding out what strategy someone is already using.
2. **UTILIZE:** Use the strategy to assist the student in learning.
3. **CHANGING & DESIGNING:** Automating the new sequence so that it becomes part of the person's unconscious process. Changing also includes the process of designing: Streamlining what is there to make it more effective or designing a new strategy from scratch.
4. **INSTALLING:** Installing a new strategy if necessary.

### Mnemonic Device

**D U C k I e**

## SPELLING ELICITATION

1. Start at the beginning. "When I give you the word ... what is the first thing you do on the inside?"
2. Backtrack and go on. "So first you ... and then what?" Make sure they behaviourally follow you with each step.
3. Make sure that you get a step(s) that has to do with how to spell the word. (Some bad spellers do not have one.) "How do you know how to spell ...?"
4. "When you see, hear or feel that how do you know that it is right?"
5. Get only as much detail as you need.

Bad spellers are made not born. Bad spellers are not learning disabled. They were teaching-disabled.

### INAPPROPRIATE SPELLING STRATEGIES:

- Negative K - Begin with a bad feeling
- Phonetic - sound it out - only 50% accuracy
- Visual construct - creative spelling - piece by piece

### EXCELLENT SPELLING STRATEGY

- Asked to spell the word - may repeat it internally.
- See the word - visual remembered - may defocus rapidly - ask to spell backwards - rapid.
- Feeling of familiarity or not - look for shift in breathing or gestures.
- How good a speller they are depends on what they read.
- If no feeling of familiarity do a visual construct until get feeling.
- Secondary strategy for words for which no memory image exists.
- Final K is a motivator for continual improvement.

