

Nathalie Chapleau, Canada  
Professeure, Université du Québec à Montréal  
[chapleau.nathalie@uqam.ca](mailto:chapleau.nathalie@uqam.ca)

### **Apprenticeship of word spelling with the students having a dysorthographie**

Co-author 1: Kathy Beaupré-Boivin, Assistante, Université du Québec à Montréal, [beaupre-boivin.kathy@courrier.uqam.ca](mailto:beaupre-boivin.kathy@courrier.uqam.ca)

The objective of this study was to assess the effects of applying rehabilitative interventions on the knowledge and strategies used in developing written word-writing capacity in French dysorthographical students aged between 10 and 12 years old. This presentation will outline the type of rehabilitative interventions used, and their effects on knowledge transfer and on the strategies used in teaching word spelling. The intensive interventions, both individualised and specific strategies, were directed towards the phonological, orthographic and morphological dimensions of the words.

#### Method

The privileged methodology was that of an individual protocol (AB1AB2A) with multiple cases (N = 12). The assessment instruments used to evaluate the progress made were: the production of trained and untrained words; phonological and morphological awareness and orthographic knowledge.

#### Results and Conclusion

The raised percentages are indicative of progress achieved and reflect an improvement in the development of knowledge in morphology. In addition, the use of the control card reveals that progress was made on the accurate production of written words.