

DysLexia Type Remediation Assessment:



By Dr. Erica Warren

Your Executive Functioning Report

Peter Doe

Sunday, July 14, 2024



Dear Peter,

Thank you for completing the DysLexia Type Remediation Assessment (DLTRA). The DLTRA is a valuable resource for assessing dyslexia symptoms and for defining specific remedial approaches. Designed by educational therapist, Dr Erica Warren, this assessment identifies the likelihood of dyslexia and also provides remedial insights as well as strategies to develop the needed skills.



What is Dyslexia?

Dyslexia is a specific learning disability (SLD) characterized by a range of difficulties that can include challenges with processing the sounds of language, interpreting visual information, recognizing whole words by sight, quickly naming familiar objects or letters, and maintaining focus on reading tasks. Dyslexia frequently coexists with other learning difficulties such as dysgraphia and attention-deficit/hyperactivity disorder (ADHD). These diverse challenges result in significant struggles with reading comprehension, written expression, impacting academic performance and daily life.

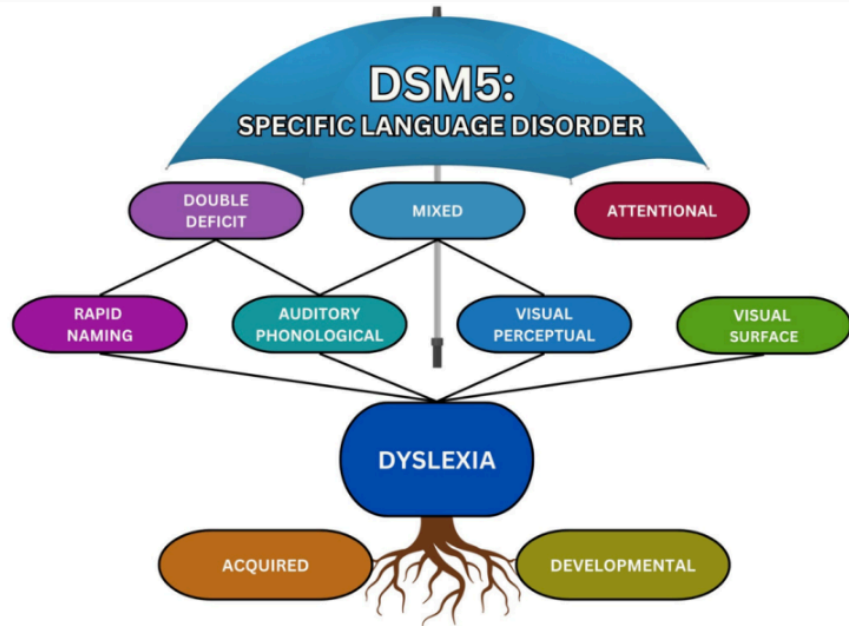
What are the Types of Dyslexia?

Defining one's dyslexia type is crucial for identifying the most effective remedial strategies. Dyslexia can be categorized into five types: auditory phonological, visual perceptual, visual surface, rapid naming, and attention related. By understanding which type(s) an individual has, educators and practitioners can tailor interventions to address the unique symptoms and challenges. This personalized approach ensures that remediation is focused and effective, enhancing the ability to improve reading skills and overall academic performance. It also helps in setting realistic goals and tracking progress, providing a clear roadmap for both the learner and the educator.



A Visual Overview of the Dyslexia Types

- Auditory/Phonological Dyslexia
- Visual-Perceptual Dyslexia
- Visual Surface Dyslexia
- Rapid Naming Dyslexia
- Attention-Related Dyslexia
- Mixed Dyslexia
- Double Deficit Dyslexia
- Acquired Dyslexia
- Developmental Dyslexia



Assessment Overview For Peter

Your overall score is 72%



Significant overall dyslexia symptoms were reported, so support and intervention is recommended. Review the dyslexia type scores, tips, and recommendations to focus support. In addition, individual test items that were scored as a 4, or 5 can be reviewed, so areas that need attention can be targeted for rapid results.



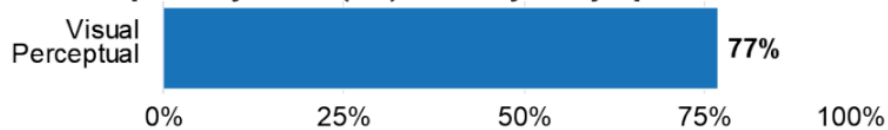
Subtest Results for Peter

To define targeted support, review the percentage of symptoms reported for the subtests: auditory phonological, visual perceptual, visual surface, rapid naming and attention-related dyslexia. Please note, the higher the percentage, the greater number of symptoms reported for each type of dyslexia.

Auditory Phonological Dyslexia (AP) Severity of Symptoms



Visual Perceptual Dyslexia (VP) Severity of Symptoms



Visual Surface Dyslexia (VS) Severity of Symptoms



Rapid Naming Dyslexia (RN) Severity of Symptoms



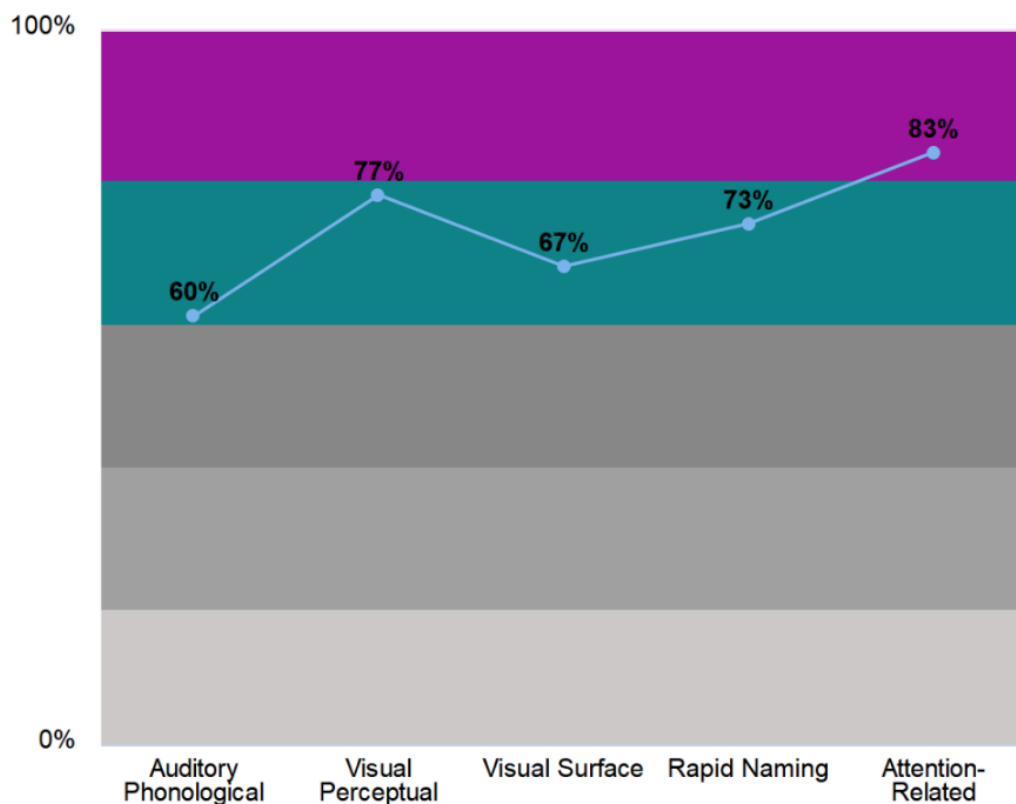
Attention-Related Dyslexia (AR) Severity of Symptoms





Degree of Symptoms Line Graph

This line graph compares the level of symptoms across the five main types of dyslexia for Peter. The higher the percentage, the greater the reported difficulties. Also note, the bands of colors suggest the degree of dyslexia symptoms as reported in the legend below.



Legend

Degree of Dyslexia Symptoms Reported

- Minimal
- Mild
- Moderate
- Significant
- Severe



Origin of Difficulties

It was reported that the origin of the learning difficulties is unknown.

Focused Approach

As a more focused approach, attention can address the reported symptoms scored as usually or always. Review the list of these items below and brainstorm strategies to address each challenge. Use the Quick Tips listed in this report as well as the content in the Free, Comprehensive Dyslexia Recommendations link at the end of the report.

Items Scored 4 or 5 (usually or always)

- It is hard to match letters to the sounds they make. For example, "ff" sounds like "f".
- It is difficult to remember the meaning of words.
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- It's difficult to read from one line of text to the next.
- It's hard to read or write letters like "l" and "i".
- It's difficult to tell left from right.
- It's hard to ignore sounds in the room when reading or learning.
- It's hard to remember the names of new people.
- It's hard to stay on the right line when reading.
- Questions need to be read more than once.
- Some words are hard, because they don't sound like they are spelled, like "walk" and "tough".
- It's hard to stay focused when reading.
- It's hard to finish a whole book, even if it's a good one.
- It's hard to sound out and spell words correctly.
- It's hard to stay focused on reading when there is movement and people around.



Definitions

Auditory Phonological Dyslexia is characterized by difficulties in phonological processing, the ability to identify and manipulate the sounds of language. Individuals with phonological dyslexia often struggle with phonemic awareness (the understanding that words are composed of individual sounds) and have difficulty mapping sounds to letters, leading to challenges in spelling, accurate word pronunciation, decoding and word recognition.

Visual Perceptual Dyslexia refers to difficulties with visual processing and perception. These individuals may have challenges in a variety of visual processing areas such as spatial, synthesis, figure-ground, discrimination and closure. Some may struggle distinguishing between similar-looking letters (e.g., b and d) or have difficulty maintaining focus on the text. They may also exhibit problems with visual tracking and visual memory. This can affect various aspects of reading, including letter recognition, word decoding, and comprehension.

Visual Surface Dyslexia suggests difficulties in recognizing and recalling whole words by sight. Many struggle with irregularly spelled words that do not follow predictable phonetic rules. They may also rely more on phonetic decoding strategies rather than recognizing words as whole units. It involves word-level processing and typically leads to difficulties with reading fluency and accurate word recognition.

Rapid Automatic Naming Dyslexia is characterized by difficulties in rapid automatic naming (RAN), which refers to the ability to quickly name familiar objects, colors, or symbols. Individuals with rapid naming deficit dyslexia may experience delays in retrieving and articulating verbal responses, which can also impact reading, writing, and speech fluency.



Definitions Continued

Attention-Related Dyslexia must coincide with another type of dyslexia. It is associated with difficulties in sustaining attention and focusing during reading tasks. Many have trouble maintaining concentration, leading to reduced overall learning accuracy and comprehension. When learners only exhibit attentional dyslexia on this screener, they do not likely have dyslexia. Instead, testing for attention deficits should be pursued.

Mixed Dyslexia This type of dyslexia is a combination of auditory phonological dyslexia and visual perceptual dyslexia. Mixed dyslexia results in challenges with decoding, word recognition, spelling, reading fluency, and visual-spatial tasks.

Double-Deficit Dyslexia is a combination of phonological dyslexia and rapid naming dyslexia. In double deficit dyslexia, individuals exhibit deficits in both of these areas, which can impact their reading fluency, decoding, and word recognition abilities.

Acquired Dyslexia is the result of an illness or injury to the brain.

Developmental Dyslexia is genetic and is present from birth.



Quick Tips

Auditory Phonological Dyslexia

- **Focus on Phonemic Awareness:** Build phonemic awareness and processing skills, the ability to identify and manipulate individual sounds in words. Provide explicit instruction and practice blending, segmenting, and manipulating sounds.
- **Teach Explicit Phonics and Spelling Patterns:** Provide explicit instruction on phonics rules and spelling patterns. Help learners understand the relationships between sounds and letters, and how these patterns can be used to decode and spell words. Use visual aids, such as charts or word cards, to reinforce concepts.
- **Utilize Structured Language Programs:** Consider using structured language programs that specifically address the needs of learners with auditory phonological dyslexia. These programs typically provide a systematic and explicit approach to teaching phonics, decoding, and spelling.

Visual Perceptual Dyslexia

- **Enhance Visual Processing Skills:** Provide activities that focus on improving visual processing abilities. Encourage learners to notice and differentiate between similar visual elements, such as letters with similar shapes or subtle differences. Use visual processing exercises, and puzzles to strengthen these skills.
- **Utilize Visual Supports:** Incorporate visual supports to aid comprehension and reduce visual processing challenges. Use visual organizers, graphic organizers, color coding, and highlighting techniques to help learners organize information and make connections.
- **Develop Visual Tracking Skills:** Assist learners in improving their visual tracking skills, which involve smoothly moving their eyes along a line of text. Encourage following text with a finger or a pointer, practicing left-to-right tracking, and training eye movements. This can enhance reading fluency and reduce visual fatigue.

Visual Surface Dyslexia

- **Provide Visual Support for Whole Word Recognition:** Use flashcards, word walls, or word banks to display commonly words or words with irregular spelling patterns. Encourage learners to actively visualize and memorize these words.
- **Engage in Word Analysis Activities:** Incorporate word analysis activities that focus on the visual features of words. Explore word families, word roots, and word patterns to help learners develop strategies for recognizing and decoding unfamiliar words based on their visual appearance and structure.



- Provide opportunities for vocabulary development. Focus on building correct vocabulary and word knowledge. Engage in activities that support the understanding of word meanings, synonyms, antonyms, and context clues. You can support their comprehension and help compensate for difficulties in recognizing words used by their visual cues.

Rapid Naming Dyslexia

- Provide opportunities for Rapid Naming Practice. Incorporate activities that specifically target rapid naming skills. Use direct exercises for rapid word naming or rapid letter naming to help develop speed and accuracy in word retrieval. Gradually increase the speed and complexity of the tasks as learners improve.
- Implement Fluency Building Strategies. Help improve reading fluency through strategies such as repeated reading, choral reading, and echo reading. These techniques encourage word recognition and increase reading speed.
- Use Visual and Auditory Cues. Incorporate visual and auditory cues to aid word recognition and retrieval. Highlight key letters or patterns in words using color coding or underlining. Encourage learners to sound out words or repeat them aloud to reinforce auditory processing and build skills in automaticity.

Attention Related Naming

- Create a Structured Learning Environment. Establish a structured and predictable classroom environment to help learners with delays and attention difficulties. Clearly communicate expectations, provide visual schedules, and use visual cues to guide them through tasks and transitions. A consistent routine can help minimize distractions and improve their focus.
- Break Tasks into Manageable Chunks. Break down complex tasks or assignments into smaller, more manageable steps. This helps learners with delays and attention difficulties better comprehend and follow instructions. Clearly mark step and provide visual cues or written instructions to support understanding.
- Incorporate Brain Breaks. Integrate regular brain breaks into the lesson routine to allow learners release energy and refocus attention. Short breaks for stretching and breathing as well as simple physical activities can help maintain engagement.
- Use multiple processing modalities to maintain attention. Learning to substitute while reading along with your finger, make reading a visual, auditory and tactile activity. As another alternative, listen to audiobooks while making a conscious effort to visualize a movie in the mind's eye. This makes reading a visual, auditory, and kinesthetic activity.



Remedial Suggestions

Auditory Phonological Dyslexia

- For a Comprehensive list of Orton-Gillingham reading programs [CLICK HERE](#)
- **Auditory Processing Workshop:** Learn more about auditory processing: <https://www.learningpecialistcourses.com/courses/an-auditory-processing-workshop>
- **Auditory Processing Games for Online or In-person Sessions:** Activities that strengthen auditory processing skills. <https://goodsensorylearning.com/search?type=product&q=auditory+processing>
- **Orton-Gillingham Games:** Games can be used to strengthen the needed skills. <https://goodsensorylearning.com/search?type=product&q=reading+games>
- **Phonics Assessment for Reading and Targeted Support (PARTS):** This is a downloadable assessment that can be used with any phonics or Orton-Gillingham program to help target each student's specific remedial needs. <https://goodsensorylearning.com/search?type=product&q=PARTS>

Visual Perceptual Dyslexia

- **Visual Processing Activities:** This is a large selection of activities that can strengthen the numerous areas of visual processing. <https://www.learningpecialistcourses.com/courses/visual-processing-activities-for-students-with-dyslexia-101>
- **Building Peripheral Vision, Visual Tracking and Attention For Improved Reading and Scanning:** This offers quick and effective activities to improve peripheral vision, tracking and attention. <https://www.learningpecialistcourses.com/courses/building-visual-tracking-and-peripheral-skills-for-improved-reading-speed-and-accuracy>
- **Other Visual Processing Activities:** Here are a few other visual processing publications that can help to build this needed skill. <https://goodsensorylearning.com/collections/visual-processing>
- **Visual Processing Workshop:** Learn more about visual processing here: <https://www.learningpecialistcourses.com/courses/a-visual-processing-workshop>



Visual Surface Dyslexia

- **Reading Words Program:** The Reading Words program by Nancy Bell develops the ability to associate sounds and letters to words – as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and reading fluency. <http://www.readingwords.com/products/reading-words-1/>
- **Structural Word Inquiry (SWI):** This program teaches the structure of language. <http://www.structuredwordinquiry.com/structured-word-inquiry-101/>
- **Metacognition:** This program helps to build vocabulary through inference and by making connections. <http://www.metacognition.com/ready-read/ready-read-metacognition/>
- **WordPower:** This online tool helps students build their vocabulary through context. <http://www.spelling.com/products/wordly-word-1000-100/>

Rapid Naming Dyslexia

- **Rapid Automatic Naming and Processing Speed Activities:** This instruction and activities help to build both skills. <http://www.learningstrategies.com/resources/rapid-automatic-naming-processing-speed-activities/>

Attention Related Dyslexia

- **Developing Executive Functions and Study Strategies:** This comprehensive 60-minute course can be used to teach students attentional skills and executive functions at large. <http://www.learningstrategies.com/resources/teaching-ef-and-study-strategies/>
- **Eye Cross Test:** Highlighting in class; read to me audio books. <http://www.gutenberg.org/collections/10000/read-to-me-audio-books/>
- **BookShare:** BookShare provides digital text and a computer-generated voice from a screen reader. <http://www.bookshare.org/>
- **Learning Ally:** Over 6000 human read audiobooks & textbooks. <http://www.learningally.org/>

To learn about Dr Warren's other assessments: [CLICK HERE](#)

Dr Warren's Comprehensive Resources for Students with Dyslexia: [CLICK HERE](#)