

Neurolearning Report Summary



✓ Brock Eide <brock([REDACTED]

To: louise. [REDACTED]

Today at 11:03 AM

Hi Louise,

[REDACTED] shows a combination of challenges consistent with dyslexia that includes several of the “foundation” issues that contribute to dyslexia risk which we check on our test, including: phonological awareness (the ability to isolate and manipulate the component sounds in words), naming speed (a measure of verbal information retrieval speed in response to visual symbols), and word level reading (recognizing site words and decoding nonsense words). The core pattern evident in the results is the dual challenge with word sound processing (phonology) and naming speed which goes by the name of “double deficit”. The key significance to the double deficit pattern is that it produces difficulty early on in making headway with structured literacy training, and long-term with the development of reading fluency. Recommended interventions for this pattern are well described in the short overview report in the section in “important findings” on double deficit, and include structured literacy training, daily practice in guided oral reading, and vocabulary enrichment. There are two types of guided oral reading. For readers who are struggling to correctly read many words, guided oral reading can begin with a practice called “guided repeated oral reading”. The “guide” can be a parent, but any skilled reader will do. Online systems like BuddyBooks from objectiveed.com can also be used. First, the guide reads a short passage aloud to the student. It may be a sentence to a short paragraph in length. The student then “repeat reads” the passage back to the guide, then the guide points out errors and if there are many, rereads the passage again. The student then rereads the passage a second time or if necessary a third, until all or most errors are corrected. The process is then repeated. For more advanced but still inaccurate or dysfluent readers, the guide merely observes and points out errors and encourages rereading of sentences with errors but does not need to read the passages aloud to the student. 15-30 minutes of such practice a day can do wonders for student reading speed and accuracy, and may even have benefits on comprehension. If the student is a US resident I would also highly recommend that the parents apply for membership to bookshare.org so the student can receive special (and lifelong) access to their extensive library of electronic books, which can be used for text-to-speech or digital readers. Application can be made through their website (www.bookshare.org), and I can be the signing/certifying authority for the proof of disability form. Please let me know if you have any questions.

Best,

Brock

Brock Eide, MD
CEO, Neurolearning SPC