

Testing for Dyslexia:

If a child is struggling to read smoothly or comprehend the text, there is a chance you will be advised to get a professional diagnosis for your child. Some never take this step. Some feel that the child's struggle to read is proof enough or cost is an issue. However, it is a good idea to do testing. This will help you understand the severity of their problem and rule out other issues that might be contributing to their reading disability.

For a list of Dyslexia Symptoms go to: www.solvelearningdisabilities.com/dyslexia-symptoms

An educational psychologist would be able to conduct a test for Dyslexia. The evaluation is often done in two to three sessions, depending on how much of the evaluation the child can get through before getting fatigued.

Food and Rest Before the Test:

It is important to prepare your child for the evaluation, both emotionally and physically.

The night before the evaluation, make sure they eat a high protein dinner. Junk foods are high in simple carbohydrates that can increase irritability and lack of focus in some children. So, cut the fun stuff out for the night and do an alternative treat that is healthier. Smoothies made of fruit can be a good alternative. Fruit dipped in yogurt is another good choice. Then, follow up with a high protein breakfast the next morning. Give them a granola bar or snack with protein right before they walk into their evaluation.

Don't schedule the evaluation for after school hours. It is better for them to have the evaluations in the morning while they are still fresh.

Make sure the child gets a good night's rest. Test results will be lower if your child is already tired before the evaluation starts

Meet the professional before the day or evaluation. Make sure they are patient and easy-going. Talk to them about possible behavior triggers your child might have, to avoid outburst during the evaluation.

Let your child meet them and spend a little time with the professional when you are in the room. This will make them feel more comfortable during the evaluation. You don't want their first introduction to the professional to be evaluation day.

Prepare Your Child Emotionally:

Talk to your child about the evaluation. Let them know that you will be right outside the room waiting for them. Offer incentives for making it through with good behavior, such as a prize or special activity at the end of their evaluation. It could be a trip to the store to pick a toy or a trip to the park with Frisbees.

Put your child at ease by telling them the evaluation isn't about right or wrong answers. It is about finding the best way to help them become awesome readers. Don't dance around the subject. If they are struggling with reading, they already know the other children are ahead of them and want it to be better. Keep it positive. Make it about improvement and making reading easier for them. Let them know that some of it they will find fun. Some of it will be a little boring, but they'll need to keep going. Each assessment is short, so if they hang in there, they will move onto something else shortly. Let them know it is ok to ask for a rest during their evaluation when they feel tired.

Try Some Out!

Because the unknown is usually frightening for kids. It is a good idea to show them what the assessments will be like by trying some out with them. The following pages will give you some example tests. Below are the categories of assessments they will be evaluating. If they struggle with these, it is a good indicator some intervention will be helpful. You can find interventions at www.solvelearningdisabilities.com/dyslexia

The Assessment

Basic IQ Type Tests:

There is generally some questions asked and some IQ type tests done before starting the assessment to determine the child's general intelligence level.

Oral, and Auditory Skills:

Oral skills are tested to see if there is weakness in processing or discriminating language parts and sounds. Most children that struggle to read have some oral, auditory processing and listening skills weakness.

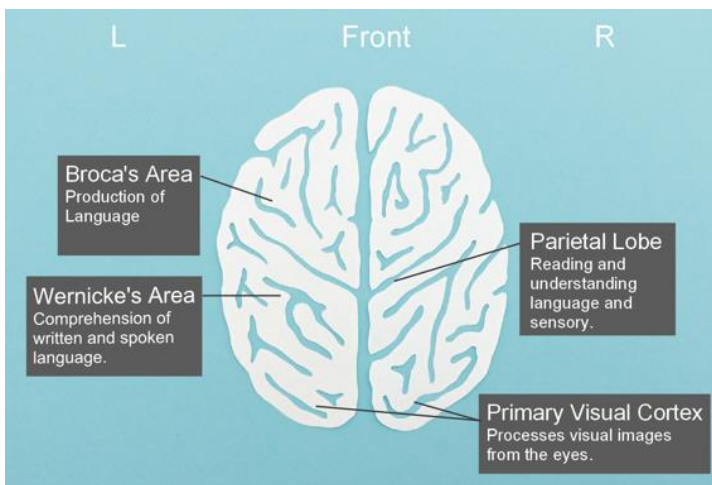
Reading and Writing:

They will be checking their ability to sound out words they have not seen before by having them read some nonsense words. They will also assess the fluency in which your child reads for their age and their level of comprehension. Children that struggle to sound out the words usually have very little comprehension of what they have read. Depending on their age, they will be asked to do some writing to assess how well they can combine the ideas in their head into understandable language on the page.

DYSLEXIA INTERVENTIONS

Most Dyslexia interventions focus on repetition of phonics, syllables and site words. This is reasonable. Children with Dyslexia need extra support in these areas. However, practice, practice, practice is not the answer. These kids learn differently!

The new fMRI brain scanning equipment and professional studies coming forth are extending the frontiers of our knowledge on what we knew about Dyslexia. We are in a new age where there is now enough understanding about Dyslexia to produce interventions that strengthen the weakness at the root of the problem...the brain.



The Problem

Slight cognitive weaknesses in these areas of the brain have been found in Dyslexics.

The Solution

These areas of the brain can be stimulated to function much higher with some simple cognitive exercises. As these parts improve, reading often becomes smoother and more fluent with better comprehension.

The Unlock Brilliance Method uses brain integration exercises that are being used successfully in centers around the world. They are simple enough to be done right at home in 15-30 minutes per day. It focuses on strengthening these areas of the brain responsible for smooth, fluent reading. See the difference a month can make in your child's life!



For more information visit: www.SolveLearningDisabilities.com/Dyslexia



"Find the weakness and strengthen it!"

Oral and Auditory Skills

Nonsense Words:

Read each nonsense word to the child and ask them to repeat it back to you. Listen to see if they easily hear and repeat all of the sounds in the unfamiliar word, and in the right order.

ag	ip	lig	bip	jarg
garg	flichprist	laggest	tonning	budinler
lepjuger	shorp	snarger	fister	skiztastic

Hearing Rhyming Words:

Ask the child if each set of words rhymes. For Example say "Do log and bog rhyme"

Log	Bog	Run	Fun
Lit	Hit	Lone	Dome
Tree	Truck	Fast	Past

Making Rhyming Words:

Ask the child to tell you a word that rhymes with each word you read below.

<i>Trigger</i>	<i>Pig</i>	<i>Mansion</i>	<i>Pluck</i>
<i>Best</i>	<i>Owl</i>	<i>Lips</i>	<i>Taste</i>

Beginning Sounds:

Ask the child to tell you which words start with the same sound as you read each group.

Clap Crab Sack

Fire Free Tree

Me We Mice

Mad Hat Have

Dine Dice Lost

Jam Lamp Jack

Ending Sounds:

Ask the child to tell you which words end with the same sound as you read each group.

Dog Best Nest

Pot Pig Knot

Hash Mash Latch

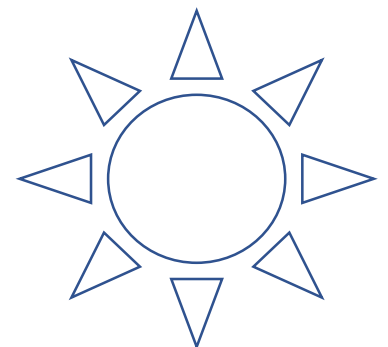
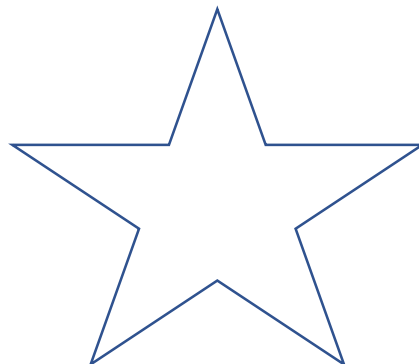
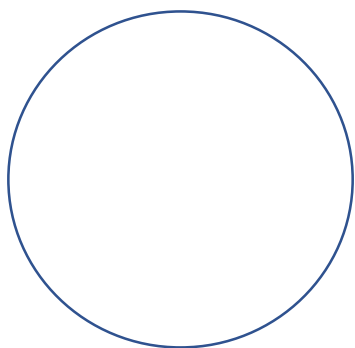
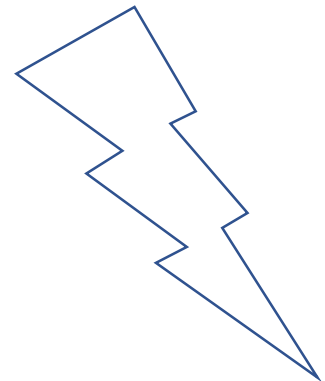
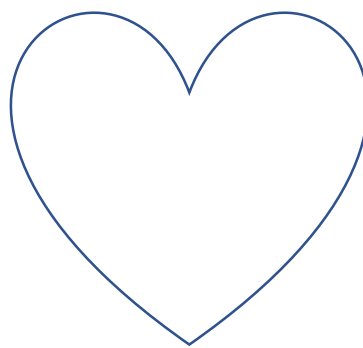
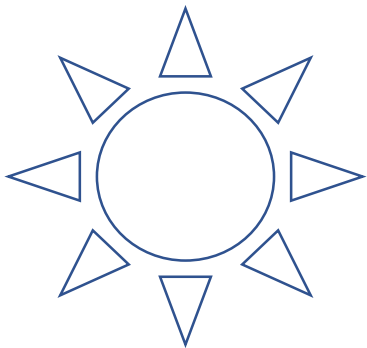
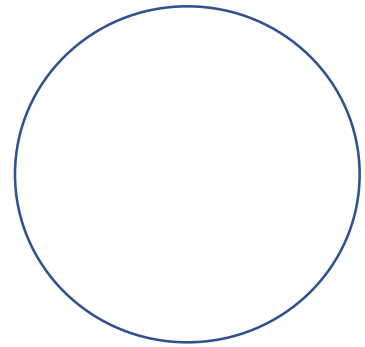
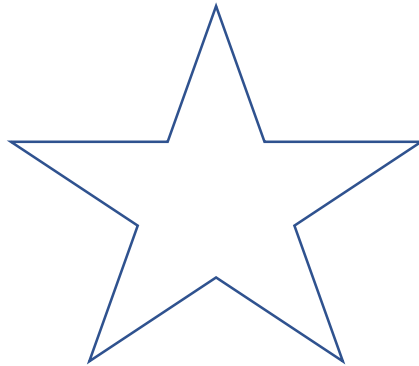
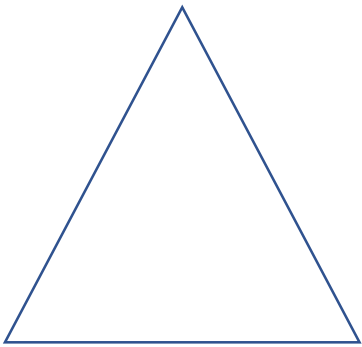
Bee Three Week

Lamb Sing Wing

Laugh Hood Half

Rapid Automated Naming:

Below are pictures of simple items. Ask the child to name them as quickly as possible. This is done to see how rapidly and automatically your child can recall and say words from their memory.



Basic Reading Skills**Reading Common Words in Isolation:**

Ask the child to read each word as you point to it. Look for delays in saying sight words, or struggles to sound out longer words.

at	is	on	up	no
dog	bin	nut	run	job
door	stop	said	book	here
tooth	truck	going	where	share
little	would	write	people	basket

Reading Nonsense Words:

Ask the child to sound out each word. Look for struggles in blending sounds and syllables.

ip	ib	ak	hod	oup
tiksion	whation	shest	plach	tecbad
dopping	stomast	houlder	inration	sherem
wooth	duino	fethany	hisajog	howter

Reading and Comprehension:

Ask the child to read the story. When finished, ask the questions below.

The mama whale dove to the bottom of the sea.

The baby whale stayed on top.

The mama whale ate food off the bottom of the sea.

The baby whale dove to find her mama.

The mama and baby whale are together.

1. *What did the mama whale do first?*
2. *Where was the baby whale when the mama whale was eating food?*
3. *How did the baby whale find her mama?*
4. *Are they separated or together in the end?*

Writing

Your child will be asked to do some short writing activities to help the professional determine their ability to spell and the fluency in which they put their thoughts in writing. Below are some examples

Ask the child to combine the 2 sentences into one.

The turtle ran the race. The turtle won.

The tree was large. The tree was old.

Give the child paper and ask them to write a story about a robot in space.

Results

The professional will look at the results of each assessment and determine if your child is severe enough to be considered Dyslexic. The professional will generally put together some recommendations and interventions that will help your child.

If a child is diagnosed with Dyslexia, they are allowed more accommodations in school. They will receive Special Education sessions. They may be allowed more time for book reports or tests. It is very helpful for the struggling child, but more costly to the school and district. For this reason, professionals are very careful not to over diagnose Dyslexia.

Whether or not they receive the diagnosis, we believe that any struggling readers should have some interventions to bring them to grade level and make reading smooth and fluent. As a child advances into higher grades, reading becomes more difficult and yet more important to their education. They are past the 'learning to read' stage and are 'reading to learn'. Make sure your child has the skill necessary to succeed now and through adulthood.

Interventions

www.solvelearningdisabilities.com/dyslexia