STOWELL Learning Center

Reading Transformed with Learning Skills Continuum Approach

Challenges with reading, writing, spelling, and math drove Veronica's parents to contact Stowell Learning Center for assessment and help for their mildly dyslexic daughter. Veronica was 9 years old and just completing the third grade.

Initial testing showed that Veronica had superior visual processing and above average phonemic awareness. Working memory was below average. Dyslexia testing showed Dysphoneidesia (difficulty connecting sound and symbol in order to use phonics for reading and spelling and difficulty visually recognizing whole words for reading and recalling the visual image for spelling).

Veronica showed visual confusion and disorientation when reading, often skipping, changing, or moving small common sight words such as "the," "of," and "a." Passage reading at both 2nd and 3rd grade levels was halting and inaccurate. She guessed at words based on few sounds and reread often in order to use context to help her figure out the words.

The Learning Skills Continuum was used both to guide Veronica's evaluation and to determine the right combination and sequence of programming for her treatment plan.

Step 1 of D.H.'s **Cognitive Learning Therapy Plan** was as follows:

Objectives:

- Increase listening stamina and expressive language organization.
- Increase overall mental and physical integration and flow.
- Improve reading and spelling skills.
- Decrease disorientation when reading and writing.

Step 1 Programming

- The Listening Program (TLP)
- Auditory Stimulation and Training - Reading and Spelling with Enhanced Lateralization
- Core Learning Skills - Dysgraphia
- Perception Attention Therapy (PATH)

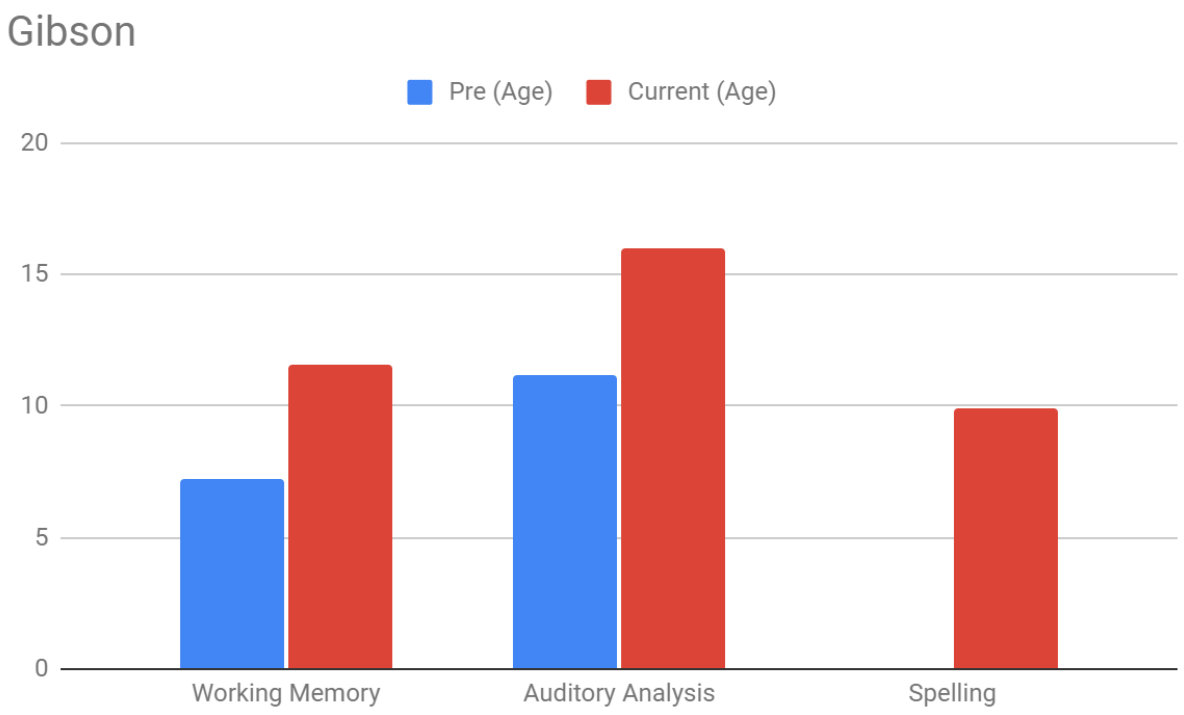
This combination of programming addressed underlying inefficiencies in auditory processing and neuro-timing that were responsible for the weak listening stamina, challenges with expressive language organization, visual disorientation, and phonetic and eidetic (visual) dyslexic challenges. Core Learning Skills training helped improve right/left integration and Veronica's ability to cross the body's midline easily when reading and writing, as well as increasing overall ease, and fluency with graphomotor (handwriting) skills.

Step 1 Results
Veronica attended two-hour sessions three days a week for 6 months.
Retesting at the completion of Veronica's Step 1 programs showed the following results:

Gibson Cognitive Test Battery

Scores on the Gibson are reported by age. Please note: 18 is the maximum age reported since performance at this level is similar to that of an adult and 5 is the minimum age reported.

Pre	**Post**	**Subtest**
7.2	**11.6**	WORKING MEMORY – ability to store, retain, and retrieve information.
11.2	**16.0**	AUDITORY ANALYSIS – the brain's ability to blend, segment, discriminate, and analyze speech sound within a spoken pattern
NA	**9.9**	SPELLING – to determine the level of spelling mastery.



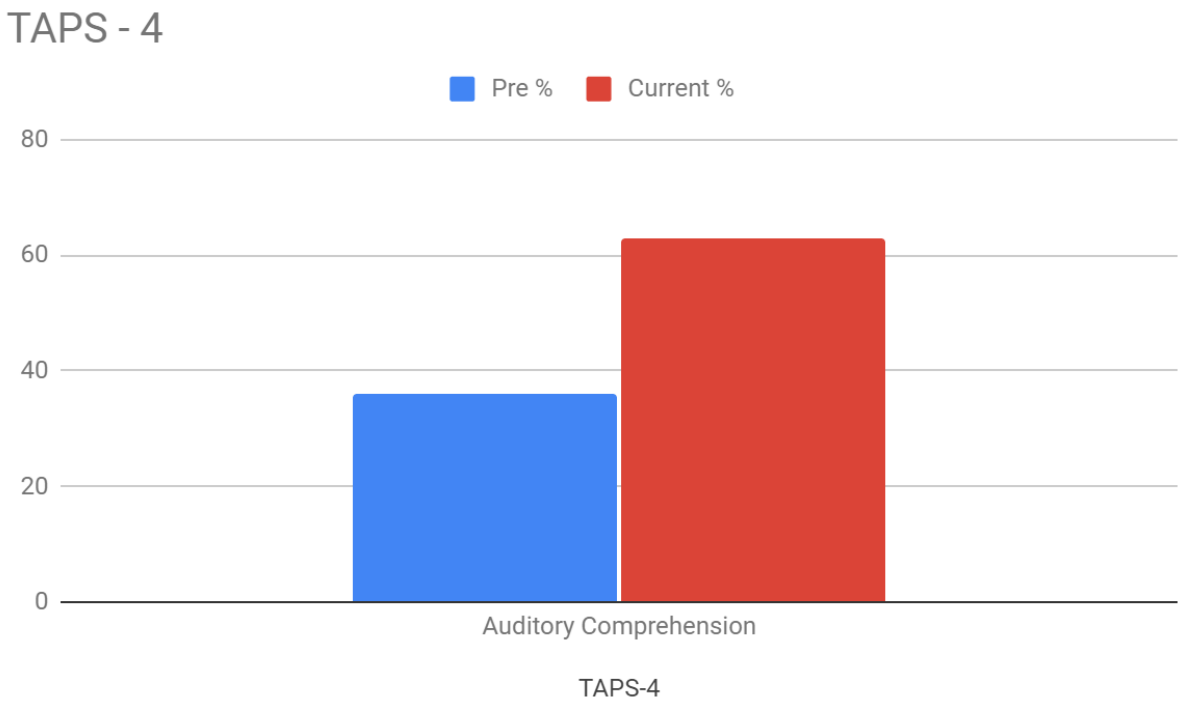
"Current" represents post test scores.

Test of Auditory Processing Skills – 4 (TAPS-4)

The TAPS-4 provides information about auditory and language processing and comprehension skills across three intersecting areas: phonological processing, auditory memory and listening comprehension.

These areas underpin the development of effective listening and communication skills, and are critical to the development of higher order language skills, including literacy skills. Scores are reported in age equivalent and percentile scores which can be compared to an average of 50. Selected subtests have been used in this evaluation.

	Age Score		**Percentile**	
	Pre	**Post**	Pre	**Post**
Auditory Comprehension	8-8	**11-0**	37th	**63rd**



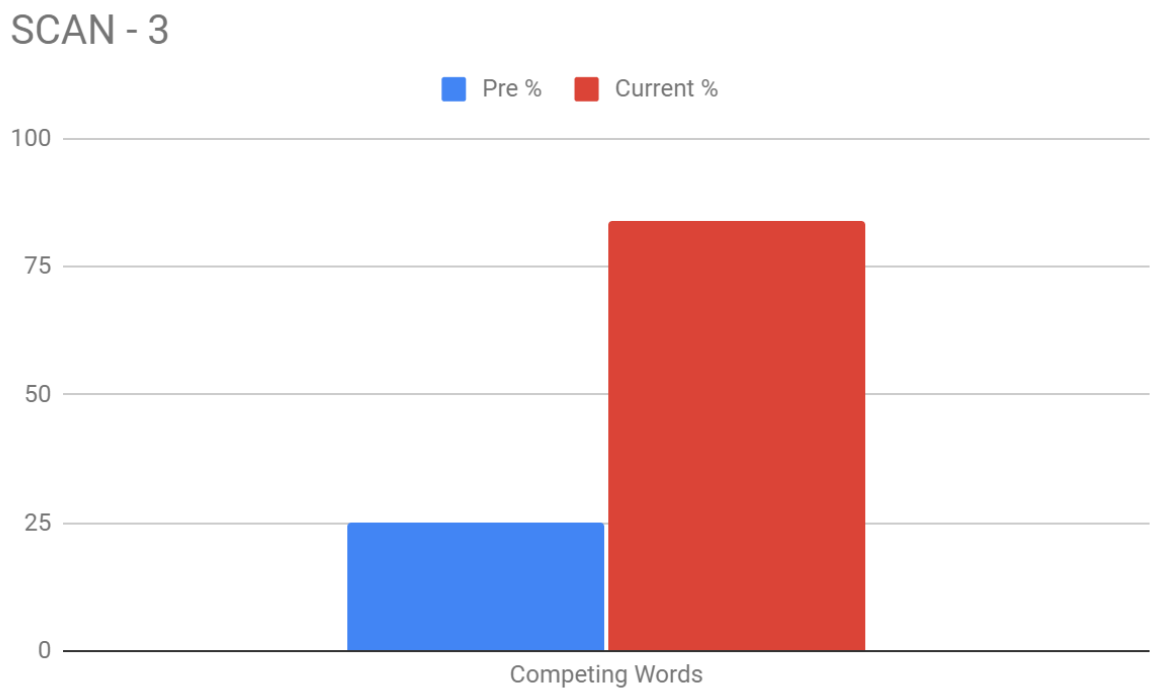
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SCAN-3 for Children: Tests for Auditory Processing Disorders

This test provides information about an individual's strengths and weaknesses in auditory processing abilities. Scores are reported in percentiles that can be compared to an average of 50.

Subtest	**Percentile**		**Functional Level**	
	Pre	**Post**	Pre	**Post**
Competing Words	25th	**84th**	Low Normal	**High Normal**

Competing Words Subtest: Poor performance on this subtest may indicate delayed auditory maturation or damage to the central auditory processing pathways in an adolescent. If the problem is delayed auditory maturation, the adolescent's auditory system may be functioning similar to that of a younger child. Retesting one year from the original test date will indicate if the auditory system is continuing to develop and mature. For adults, maturation is not the issue and low performance on this subtest indicates an auditory processing problem.



"Current" represents post test scores.

Veronica's reading was transformed through the Learning Skills Continuum approach to correcting challenges associated with dyslexia and other learning disabilities. She shared that she felt like a door had been unlocked for her.

Veronica went on to develop math concepts and skills with Step 2 of her treatment plan.