Treating Dyseidetic Dyslexia

The child with dyseidetic (visual) dyslexia generally has a good grasp of phonetic concepts. The prominent characteristic of dyseidetic dyslexia is the inability to revisualize the gestalt of the word. Usually, the child has little difficulty spelling words which may be long but are phonetically regular. It is the small but irregular nonphonetic words, such as *what, the, talk, does*, that create the greatest difficulty for this child.

Author Corinne Roth Smith lists the reading and spelling patterns of children with dyseidetic dyslexia (also called *visual dyslexia*):

- Confusion with letters that differ in orientation (*b-d, p-q*).
- Confusion with words that can be dynamically reversed (*was-saw*).
- Very limited sight vocabulary; few words are instantly recognized from their whole configuration — they need to be sounded out laboriously, as though being seen for the first time.
- Losing the place because one doesn't instantly recognize what had already been read, as when switching one's gaze from the right side of one line to the left side of the next line (although this may actually be due to ocularmotor problems interfering with visual tracking).
- Omitting letters and words because they weren't visually noted.
- Masking the image of one letter, by moving the eye too rapidly to the subsequent letter, may result in omission of the first letter (Again, ocularmotor problems involving jerky visual tracking may account for this as well).
- Difficulty learning irregular words that can't be sounded out (for example, *sight*).
- Difficulty with rapid retrieval of words due to visual retrieval weaknesses.
- Visual stimuli in reading prove so confusing that it is easier for the child to learn to read by first spelling the words orally and then putting them in print.
- Insertions, omissions, and substitutions, if the meaning of the passage is guiding reading.
- Strengths in left hemisphere language-processing, analytical and sequential abilities, and detail analysis; can laboriously sound out phonetically regular words even up to grade level.
- Difficulty recalling the shape of a letter when writing.
- Spells phonetically but not bizarrely (*laf-laugh; bisnis-business*).

The underlying difficulty for these children is poor visual/spatial processing. Brain Power® training should include all modules that work on visual processing abilities. These tasks can be trained in any order.

In actuality, we have found it to be relatively rare that a child with a learning problem has a processing weakness in only one area. That is why strongly advocate for a reasonably comprehensive cognitive screening evaluation in order to identify any other areas that require training. If other areas of weakness are identified, training of these skills can be interwoven simultaneously with the Visual Processing modules.

Patient: Treating Dyseidetic Dyslexia

Treatment Plan

Date: _____

Put an X under each processing skill to be treated and in the box each of the tasks to be trained.	Visual Processing	Auditory Processing	Visual Memory	Verbal Memory	Executive Functions	Academic Skills	Motor Skills	Language Processing
Visual Tracking	X							
Visual Matching	X							
Line Orientation	X							
Visual Discrimination Speed	X							
Visual Scanning Sequential	X							
Visual Scanning Random	X							
Spatial Number Visualization	X							
Spatial Visualization	X							
Visual Construction	X							
Puzzle Construction	X							
Rhythm Discrimination								
Pitch Discrimination								
C/V (Phonemic Processing I)								
CV/VC (Phonemic Processing II)								
CVC (Phonemic Processing III)								
CCV (Phonemic Processing IV)								
VCC (Phonemic Processing V)								
CCVC (Phonemic Processing VI)								
CVCC (Phonemic Processing VII)								
CCVCC (Phonemic Process VIII)								
Phonemic Blending Visual								
Phonemic Blending Verbal								
Phonemic Segmenting Oral								
Phonemic Segmenting Written								
Phonemic Identification								
Phonemic Elimination								
Phonemic Addition								
Phonemic Reversal								

	Visual Processing	Auditory Processing	Visual Memory	Verbal Memory	Executive Functions	Academic Skills	Motor Skills	Language Processing
Visual Word Memory								
Auditory Word Memory								
Visual Association Word Memory								
Aud. Association Word Memory								
Visual Word Pairs								
Auditory Word Pairs								
Visual Story Memory								
Auditory Story Memory								
Visual Spatial Memory	X							
Spatial Picture Memory	X							
Concentration/Inhibition Visual								
Concentration/Inhibition Auditory								
Number Color Sequencing	X							
Color Arrows	X							
Color Words	X							
Divided Attention Letter Disc.	X							
Divided Attention Aud. Calc.								
Divided Attention Visual Calc.								
Conceptual Reasoning								
Deductive Reasoning								
Post Office								
Basic Addition								
Basic Subtraction								
Basic Multiplication								
Finger Tapping								
Fine Motor Sequencing								
Visual-Motor 1								
Visual-Motor 2								
Gross Motor Sequencing								
Confrontation Naming								
Verbal Commands								