



Treating Dysphonetic Dyslexia

Dysphonetic (phonological) dyslexia, also called *auditory dyslexia*, refers to a difficulty connecting sounds to symbols. The child might have a hard time sounding out words and spelling errors generally reveal a very poor grasp of phonics. This is due to an auditory processing disorder in which the child is unable to accurately perceive the individual speech sounds (phonemes) and pair them up with their graphic representation (letters). The focus of treatment using Brain Power® is to strengthen the child's auditory processing abilities.

The Auditory Processing modules are utilized for this purpose. Training should begin with the Phonemic Processing modules I-VIII. These modules build upon one another. Phonemic Processing I trains the child to correctly identify and reproduce the sounds of the individual letters. While it is not actually necessary to complete all levels of this module before moving on to Phonemic Processing II, the child should have progressed far enough to develop reasonable proficiency to support moving forward with the next module in the series. While you may have a child working simultaneously on more than one Phonemic Processing module at once, the ultimate goal was to complete every level of the Phonemic Processing modules.

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 Auditory Processing modules.

Once the patient has completed all of the Auditory Processing modules it should be relatively simple for the child to master phonics in response to conventional academic instruction.



Patient: Treating Dysphonetic 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 | | | | | | | | |
| Visual Matching | | | | | | | | |
| Line Orientation | | | | | | | | |
| Visual Discrimination Speed | | | | | | | | |
| Visual Scanning Sequential | | | | | | | | |
| Visual Scanning Random | | | | | | | | |
| Spatial Number Visualization | | | | | | | | |
| Spatial Visualization | | | | | | | | |
| Visual Construction | | | | | | | | |
| Puzzle Construction | | | | | | | | |
| Rhythm Discrimination | | | | | | | | |
| Pitch Discrimination | | | | | | | | |
| C/V (Phonemic Processing I) | | X | | | | | | |
| CV/VC (Phonemic Processing II) | | X | | | | | | |
| CVC (Phonemic Processing III) | | X | | | | | | |
| CCV (Phonemic Processing IV) | | X | | | | | | |
| VCC (Phonemic Processing V) | | X | | | | | | |
| CCVC (Phonemic Processing VI) | | X | | | | | | |
| CVCC (Phonemic Processing VII) | | X | | | | | | |
| CCVCC (Phonemic Process VIII) | | X | | | | | | |
| Phonemic Blending Visual | | X | | | | | | |
| Phonemic Blending Verbal | | X | | | | | | |
| Phonemic Segmenting Oral | | X | | | | | | |
| Phonemic Segmenting Written | | X | | | | | | |
| Phonemic Identification | | X | | | | | | |
| Phonemic Elimination | | X | | | | | | |
| Phonemic Addition | | X | | | | | | |
| Phonemic Reversal | | X | | | | | | |

