



Equipping Minds

Name:

Chronological Age:

Parents:

Date of Evaluation:

Examiner:

_____ is _____ years of age. _____, his mother, completed the intake questionnaire, primitive reflex checklist, and the learning screening. _____ is in _____ grade and homeschooled by his mother. He is a very personable and respectful young man who easily engaged during the evaluation and worked diligently. There are no attention or behavioral concerns. He is struggling with reading, spelling, and writing as there are challenges in his cognitive skills. _____ is an experienced educator and has used excellent reading programs without success.

Results of the evaluation, reviewing the checklist, and intake questionnaire.

Cognitive Skills/Description	Level
Processing Speed: The ability to perform cognitive tasks, particularly when measured under pressure to maintain focused attention.	Below average range While _____ accuracy is strong, his processing speed is slow when verbalizing what he is doing.
Working Memory: The ability to hold information in immediate awareness while performing a mental operation on it.	below average _____ has difficulty holding 2 or more items in his mind which significantly impacts reading, spelling, and writing. It is also difficult to recall multi-step directions.
Auditory Memory: The ability to hold auditory information in immediate awareness while	average _____ is able to remember stories and numbers in his mind.

performing a mental operation on the information.	
Visual Memory: The ability to hold visual information in immediate awareness while performing a mental operation on the information.	average with images and numbers below average with letters _____ ability to visualize letters is below average.
Long-Term Memory: The ability to store information and fluently retrieve it later in the process of thinking.	below average _____ recalled 11 animals in 1 minutes, the goal for this age would be 20 animals at a fluid pace. He has difficulty recalling information quickly.
Visual Processing/Spatial Reasoning: The ability to perceive, analyze, and synthesize visual patterns, including the ability to store and recall visual images.	below average While there has been improvement in this area according to his mother, this area needs to be strengthened.
Auditory Processing/Phonemic Awareness: The ability to analyze and manipulate speech sounds; crucial underlying skill for reading and spelling.	below average _____ has difficulty with processing phonemic sounds which is impacting reading, writing, and spelling. Short vowel sounds are very difficult for him to hear, especially u and e. He responded very well to the phonics phone.
Logic and Reasoning: The ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures.	average
Reading Comprehension: The ability to picture and remember what you read and hear.	below average _____ is unable to read to comprehend. However, when he hears an auditory story, his recall is strong.

Cognitive Skills Recommendation: Cognitive Therapy Exercises- one on one using “Equipping Minds Cognitive Development Curriculum.” Cognitive therapy is a fully integrated system of drills and training exercises designed to strengthen cognitive skills, and correct weak or underdeveloped cognitive learning skills. It is not designed to tutor or teach students academic subjects, rather it will develop the underlying skills required to learn effectively. Cognitive skills - auditory processing, visual processing, visual memory, auditory memory, working and long term memory, comprehension, logic and reasoning, and attention skills - are fundamental to a person's ability to receive, process, and retain information. The training program strengthens these skills allowing the student to learn efficiently Individual sessions are \$30 for 30 minutes. It is recommended to meet 5 days a week for 24 weeks. www.equippingminds.com The following supplies can be purchased from Amazon games Blink, Qwitch, SET, Spot it (Gone Camping) Color Code, unifix cubes in red, blue, black, yellow and green, “Yo, Millard Fillmore (book), Stare Jr. Second Edition.

Visual Processing as indicated on the Learning Screening

Symptoms: _____ tracking and convergence are in the normal range. However, I would still recommend doing www.eyecanlearn.com

Recommendation: www.eyecanlearn The **eyecanlearn** training strengthens the eye-brain connection, enabling users to see and process information faster while improving the eye's ability to track efficiently. This is an excellent program to use for the visual system.

NeuroDevelopmental Screening: Primitive Reflexes Reflex symptoms as indicted on the checklist, learning screening, and observed in the evaluation

Fear Paralysis: Symptoms: challenges with coordination, and fears failure

Moro: Symptoms: challenges with coordination and balance

TLR: Symptoms: slow copying from board/book, skips or repeats lines, uses finger to track

Spinal Galant: Symptoms: difficulty reading and auditory processing disorder

ATNR: Symptoms: right/left confusion, reversals, poor expressions of ideas on paper

STNR: Symptoms: skips lines when reading and difficulty learning to swim

Palmer: Symptoms: poor handwriting

Recommendation: Maintaining Brains Everyday DVD or USB should be done for 15 minutes a day for 6 weeks. Do the finger exercises daily which can help with handwriting. **Neuro-Development Intervention: Primitive Reflex Movement Therapy** starts with the testing and integration of the Primitive Survival Reflexes. These reflexes help provide the newborn with learning experiences which act as a foundation for more complex muscle movements and later cognitive tasks. The reflexes are integrated in a sequential fashion from 3-11 months. Lack of integration of these reflexes past 6-12 months can interfere with cortical and cerebellum processing and affect learning, movement and attention. The visual motor system is intimately involved in the transition from primitive reflexes to cortical cerebellum control of movement patterns. By replicating the stages of development, the neuro-pathways can be opened allowing for treatment to be successful. Per Sally Goddard, in Reflexes, Learning, and Behavior, "most education and many remedial techniques are aimed at reaching higher centers in the brain. A Neuro-Developmental approach identifies the lowest level of dysfunction and aims therapy at that area. Once problems there have been remedied, it attempts to build links from lower to higher centers through the use of specific stimulation techniques.

Auditory Processing:

Challenges in auditory processing can impact many areas. I recommend sound therapy and using the PHONICS PHONE when reading.

Recommendation: Sound Therapy is a unique listening system using new knowledge about the brain. Use the younger child sound therapy for 30 minutes a day. The Sound Therapy SYNERGY program is designed to work synergistically with other treatments, meaning that both methods enhance each other. Based on the discoveries of the ear specialist, Dr. Tomatis, the Sound Therapy method developed by Patricia and Rafeale Joudry is now available as a portable self help program that can be used by anyone, anywhere. Specially recorded programs of highly filtered classical music are used to rehabilitate the ear and stimulate the brain. Sound Therapy stimulates the ear by presenting it with constantly alternating sounds of high and low tone,

within the complex structure of classical music. Stimulation via the sensory pathways re-maps the brain, improving the way we understand and process sound. The brain, in turn, sends signals back to the ear to improve its function. One theory suggests that this feedback loop results in better performance of the middle ear muscles and of the tiny, hair-like receptor cells in the inner ear. As the ear becomes open and receptive to high frequency sounds these are then passed on to the brain. Research has shown that brain function is improved through high frequency sound. There is an increase in blood flow to certain centers along with increased electrical activity. The results observed in Sound Therapy listeners include increased energy, reduced fatigue with improved focus and creativity, a reduction in the need for sleep, and an almost permanent state of peace and relaxation.

Vestibular System: Symptoms include with difficulty with coordination and handwriting. **I would consider this option.** Recommend starting the meclizine. Begin with 6 mg (½) in the morning and another 6mg in the afternoon 3-4:00pm. Consult doctor or pharmacist if you are on other medications. www.dyslexiaonline.com Contact Carol cbrown@equippingminds.com with any questions. *Please watch the DVD's on our website regarding the Vestibular System and Dr. Levinson's work. His website is www.dyslexiaonline.com. Many individuals benefit from an anti-motion sickness supplement such as meclizine. We recommend the 12.5 white tablets. You can purchase the Rugby brand from Amazon. Begin with 6 mg in the morning and afternoon and gradually increase. Please discuss the dosage with us. **If you are on other medications, discuss this with your doctor***

For optimum results, we believe a holistic approach is the most effective. The visual, auditory, and vestibular systems must be receiving and processing the information quickly and accurately. The information then goes to the brain where working memory is needed to think about the information, use it, and send to long-term memory. It is also crucial to visualize letters, numbers, and objects for reading, spelling, math, and comprehension. Critical thinking, visual-spatial and perceptual reasoning need to be strong as well.

At this time, I recommend one on one cognitive intervention, sound therapy, vestibular therapy, visual processing exercises, and neurodevelopmental therapy.

Suggested Daily Schedule:

1. Maintaining Brains Everyday Beginner Level 15 minutes a day at home.
2. Sound Therapy 30 -60 minutes a day. It can be worn during the cognitive exercises, relaxing, swinging, or while sleeping .
3. Cognitive Exercises 45-60 minutes a day. You should wear the sound therapy during the cognitive exercises.
4. Use Equipping Minds Cognitive Development Curriculum in your school day.
5. Meclizine twice a day. Begin with 6 mg in the morning and afternoon and gradually increase to find the best level.

Dr. Carol Brown, Ed. D
Equipping Minds