

Reading-skills deficits treated by the ExWyZee Remedial Reading Computer Program

A-Deficits are skill deficiencies to be evaluated for a start-up Reading Deficit Profile (RDP).

B-Deficits are deficiencies not diagnosed for the start-up RDP but that are known to be highly likely problems if the A-Deficits indicate reading impairment.

C-Deficits are deficiencies that emerge during SepCom drills to treat the deficit in transition from Letter-By-Letter sounding out of words to Decoding-By-Parts.

D-Items are deficits that are common, and especially debilitating, for the student who suffers from the **Neurological Dyslexia Syndrome (NDS)**. (You won't see dyslexia referred to as Neurological Dyslexia Syndrome in the literature, but I use it here instead of the single word, dyslexia, because it is suggestive of the nature of dyslexia.)

STUDENT _____

SKILLS TO DIAGNOSE FOR START-UP OF A READING DEFICIT PROFILE (RDP)

(A1) Snapshot deficit:

After seeing text flashed on the computer screen for 2 seconds, the student is unable consistently to select the flashed text from a multiple-choice list of similar text.

Exercise Category: Snapshots See [Snapshot Deficits](#).

Date diagnosed () No apparent deficit () Apparent deficit ()

(A2) Phoneme awareness deficit: The student is deficient in ability to voice sounds for letters. **Exercise Category: Phoneme blending exercises**

Date diagnosed () No apparent deficit () Apparent deficit ()

(A3) Phoneme blending deficit: For example, when directed to say the sounds for the letter-pair ab-fi, student responds with four distinct sounds aaa-buh-fff-ii, instead of reciting the nonsense-word abfi. **Exercise Category: Phoneme blending**
See [Phoneme Blending Advisory](#).

Date diagnosed () No apparent deficit () Apparent deficit ()

(A4) Transition deficit: Deficit in the transition from Letter by Letter Sounding-Out (LLSO) of multi-syllable words to Decoding By Parts (DBP). For example, the student will attempt to read mastodon by sounding each letter, mm-aa-ss-t-o-d-o-nn, instead of decoding it as mas-to-don or mast-o-don or masto-don. For a brief discussion, of the Transition Deficit see the [Transition Advisory](#) link. For full teaching guidelines see the ExWyZee monograph, Separation of Words on the Com-pu-ter, on the [SepComMonograph](#) link. **Exercises: SepCom drills and Transition Category**

Date diagnosed () No apparent deficit () Apparent deficit ()

(A5) Rhyming deficit: Given the first letter-combination in a list of rhyming letter-combinations, and told that the items rhyme, as in a poem, student is unable to read the rest of the rhyming combinations in the list. eg: fast, last, mast, dast, nast, bast.

Exercise Category: Rhyming sound family

Date diagnosed () No apparent deficit () Apparent deficit ()

(A6) Deficit in sounding out 3-letter non-word combinations: Student does not do well at reading 3-letter non-word combinations. eg: sut, sud, rad, dar, fip, pif, ula, edo, kim, kam, kum. **Exercise Category: Sound out 3-letter blends**

Date diagnosed () No apparent deficit () Apparent deficit ()

(A7) E-Rule deficit: Given letter-combinations such as *san, pet, jun, dim, pop, rul, shad, writ, grim*, that are pronounced with short-vowel, student is unable consistently to say what word each one will become when the letter-e is affixed to (added to) the right end. **Exercises: Sight word set 1313**

Date diagnosed () No apparent deficit () Apparent deficit ()

DEFICITS USUALLY NOT DIAGNOSED FOR THE START-UP RDP, BUT THAT ARE KNOWN TO BE HIGHLY LIKELY WITH STUDENTS FOR WHOM READING IMPAIRMENT IS INDICATED BY THE A-DEFICITS

(B1) Deficit in sounding out 4-letter non-word combinations: Does not do well at reading 4-letter non-word combinations. eg: opto, sadi, reta, zitu, foto, bali. **Exercise Category: Sounding out 4-letter combinations**

Date diagnosed () No apparent deficit () Apparent deficit ()

(B2) Span-reading deficit: The student for-which-reading-one-word-at-a-time has become a mental set. Span-reading drills direct the student to silently read a span of usually 3 to 6 words, look away from the text, and recite those words as if reading the phrase to an audience in a stage play. **Exercise Category: Span reading**

Date diagnosed () No apparent deficit () Apparent deficit ()

(B3) Reading 4-Letter Words: The student scores less than 80% for drills on reading sets of 20 four-letter words. **Exercise Category: Four-letter word bank, & 4444**

Date diagnosed () No apparent deficit () Apparent deficit ()

(B4) Deficit in reading sight words, words that can not be sounded out by the rules of phonics. **Exercises: See Sight Words menu**

Date diagnosed () No apparent deficit () Apparent deficit ()

SKILLS FOR WHICH ANY DEFICITS WILL BECOME APPARENT AS TREATMENT OF THE TRANSITION DEFICIT (A4) PROGRESSES

(C1) P=Pa phoneme fault: Asked to read the letter-combination, pold, reads it as paold, or puold. Reads azbi as azubi. Reads lub as luba. See [P=Pa Phoneme Fault](#).

Exercise Category: P=Pa phoneme blending

Date diagnosed () No apparent deficit () Apparent deficit ()

(C2) Vowel sounds deficit: When reading a word with a wrong vowel-sound, student is not consistently able to read it with another sound for that vowel. For example, when incorrectly reading the word *river* with long-i sound, student is not able to correctly read it when given the following directives: (a) Read the word with a different i-sound.

(b) Read it with short-i sound. (c) Read it with i-as-in-liver. **Exercises: Vowel sounds**

Date diagnosed () No apparent deficit () Apparent deficit ()

(C3) The b & d discrimination deficit: When reading words containing the letters b-or-d, student often confuses one for the other. See [\[Is it b or d?\]](#).

Exercise Category: Letter discrimination

Date diagnosed () No apparent deficit () Apparent deficit ()

(C4) Digraph-sound deficit: Difficulty in reading words with the common digraphs, sh, ch, th, ph. When directed to decode the word *lather* by parts, the student might separate it as lat-her, and separate brother as brot-her. **Exercises: SepCom set 4747**

Date diagnosed () No apparent deficit () Apparent deficit ()

(C5) Maverick-Y deficit: Student has difficulty reading the sight-words with y-as-vowel sounds, as in the words baby and type. **Exercises: Sight word set 1515**

Date diagnosed () No apparent deficit () Apparent deficit ()

(C6) Prefix deficit: Student has difficulty reading words with the common prefixes un, in, non, mini. **Exercise: SepCom set 1112**

Date diagnosed () No apparent deficit () Apparent deficit ()

(B7) Dumb-endings deficit: The universal difficulty with reading irregular word-endings, as in conscience, conscious, attention, contagious, courteous, tough, tongue, tremendous, brought, catalogue, frivolous, crochet. **Exercises: SepCom set 4444**

Date diagnosed () No apparent deficit () Apparent deficit ()

DEFICITS ESPECIALLY DEBILITATING FOR VICTIMS OF THE NEUROLOGICAL DYSLEXIA SYNDROME (NDS)

(D1) Blend selection deficit: The student has not developed a sense of word-parts that are themselves word-like. For example, we see the word apricot separated as apricot, atlantic as atl-an-tic. **Exercise: Treated in SepCom exercises**

Date diagnosed () No apparent deficit () Apparent deficit ()

(D2) Sound-out compulsion: The deep-seated consequence of the untreated Transition Deficit (A8). **The compulsion is treated In SepCom drills**

Date diagnosed () No apparent deficit () Apparent deficit ()

(D3) Read-the word compulsion: Example, having separated *constitution* as con-sti-tu-tion, and directed to read the parts, will compulsively try to read the whole word, and will say “consti.” Having separated *mastodon* as ma-sto-don, will begin to say the whole word, “masto,” instead of saying the separate parts as directed.

The compulsion is treated In SepCom drills

Date diagnosed () No apparent deficit () Apparent deficit ()

(D4) Ignoring-right-ends: You'll see a student read the left end of some words okay, but toss in a senseless reading of the right end. For example, reading *university* as uni-city, reading *chicago* as chic-age, reading *traction* as trac-tor.

Exercise Category: Snapshots Right-end attn

Date diagnosed () No apparent deficit () Apparent deficit ()