Case 1

Background
Patient KK is a an 8 yr old female in third grade. **She was behind in reading and already had a diagnosis of Dyslexia.** She had not been making much progress with her reading skills using standard reading methods and Dyslexia treatment. She was at risk of being held back from moving to fourth grade. Her mother found my office on the internet because I specialize in reading disorders.

The patient had symptoms of losing her place while reading, poor word recognition, slow reading, letter/word reversals, reading errors (adds, omits, transpose, substitutes words), trouble remembering previously seen words, and poor reading comprehension. She had no real interest in reading, but had excellent oral comprehension. She entered wearing glasses of +3.00 OD and +1.50 OS and BVA of 20/40 OD and 20/20 OS.

Phase I: Eye Exam Summary
Her exam findings showed that she had anisometropic hyperopia with an Rx of OD+3.25 and OS +1.75. She was correctable to 20/20 both eyes, although the right had to be pushed. There was no amblyopia. She showed normal eye alignment, but had signs of accommodative infacility and insufficiency on near acuity testing. Her visual fields had scattered defects both eyes consistent with patients having accommodative disorder. External and internal health was completely normal.

Phase 2: Visual Tracking Assessment
Eye movements were recorded using a Visagraph instrument and a 2nd grade level story. Test results showed saccadic disorder equivalent to grade level 2.0 with eye movements being coordinated only 71% of the time. There were excessive fixations and regressions. Reading speed was near 3rd grade level at 136 wpm. Words were processed quickly, but in small than normal fragments.

Phase 3: Visual Pattern Recognition
The patient was able to identify only 56 out of 100 key word fragments used in most words. She was unable to correctly identify multi-syllable words and would guess the words based on a few letters in the words. She had difficulty sounding out words using a phonics-based approach. But she was able to sequence and blend parts of words once directed to visually identify key parts without the aid of verbal cues.

Phase 4: Neuro-Motor Exam
Visual efficiency was tested and revealed both accommodative and vergence infacility. Vergence ranges were adequate, except base in ranges at near were low. Accommodative amplitude was low especially on the right eye with higher hyperopia. There was also some suppression of the right eye at distance only. Near point of convergence was normal.

Results of Treatment
Following 18 sessions of the Reading Without Limits program this patient was reading 4th grade material with eye movements at the level of 3.5 grade efficiency, 91% eye coordination, and 100% reading comprehension. More importantly she was a confident and motivated reader.

Also, this patient mother was extremely happy. In her words, "The improvement I saw in my daughter happened fast, within four months, she went from refusing to read to enjoying reading and reading at a high school level. Now in the 8th grade, my daughter has been in honors level language arts and history classes for the past three years and is at the top of her class with a reading level of a college graduate student."