

Eva's Dyscalculia Screener Results

Screener Results provided by

Learning Success

www.learningsuccesssystem.com

Embrace Brilliance, Unleash Potential

Sequenced Tasks :

Yes

Naming numbers :

No

Colors :

Yes

Alphabet :

Yes

Money :

Yes

Counting On Fingers :

Yes

Days of Week :

No

Time :

Yes

Time Management :

No

Counting Objects :

No

Guessing At Math :

Yes

Understanding Math Concepts :

Yes

Multiplication Tables :

Yes

Would you invest 15 minutes per day to help your child overcome their learning difficulty? :

Yes

Summary of Eva's Dyscalculia Screener Results

Based on the information you have given us, Eva is showing severe dyscalculia symptoms.

At age 8 these symptoms are a concern. Had these just been age related they should have resolved themselves by now. It is unfortunate that most school systems do not have programs in place to catch this early. It is good that you are an aware parent and caught this yourself.

These symptoms are likely already causing Eva to have to work much harder than her peers. This is also likely causing extreme difficulty with reading and possibly other academics.

Because this has gone on for some time, these symptoms are probably also causing a lot of emotional and self-esteem problems. It is important that this problem is not left to go on. Immediate action should be taken or problems will likely get worse.

Eva is at an age where intervention is critical. If not addressed immediately things will likely get worse quickly. Diminishing self-confidence and emotional problems will have more of an effect.

Starting an intervention as soon as possible will prevent future problems. It is not too late to ensure that Eva can still get the

education she deserves.

Like anything, starting as early as possible is the key to success. Great job on being an alert and aware parent. This could have gotten much worse.

Recommendations

In today's world children typically do not get the developmental exercises needed for proper development. In years past these exercises happened more naturally in the types of play that children did. However, in this modern, technological world, play is less tactile and less sensory in nature. This can result in learning deficiencies later on.

Learning skills are developed in early childhood. If they are not developed properly early on, then problems will arise later.

Even though Eva is past a point where this development naturally occurs, you can still stimulate the development with the proper exercises.

You can kickstart Eva's development again by starting her on the [Learning Success System](#) now.

Starting Eva will get her past these small struggles and give her an advantage that will last her entire life. Small investments in her learning skills now will pay off with dividends later.

If you start now, Eva can still develop all of the learning skills needed for a successful education and a successful life. [Get the Learning Success System Here](#)

A Deeper Analysis

This report is designed to give you a deep understanding of Eva's difficulties. This is a personalized report covering each symptom and includes links to further information and solutions. It is advised that you print the report so that you can refer back to it as needed.

While an overarching diagnosis of dyslexia may give you a general direction, it is not specific. Dyslexia is a very general term encompassing many different specific problems. So just giving a label of dyslexia is not as meaningful as it could be. This report goes far beyond a general diagnosis and will give you the tools you need to understand all aspects of the problem.

While it is important to dig down into the specific problem areas it is also important to treat all possibilities, even if they are not evident. This is why we recommend the well-rounded approach that is in the [Learning Success System](#).

The following section of this report dives deep into Eva's specific problem areas. Each section will cover a specific difficulty as well as links to resources to help with that specific problem. This results section is designed to help you with a complete solution to Eva's learning difficulties.

The information below will go deeper than most general dyslexia tests. This is because the term "Dyslexia" is actually a very general term which covers a variety of conditions. When someone is diagnosed with dyslexia it might mean any of the following:

- Phonological Dyslexia
- Directional Dyslexia (also known as kinesthetic dyslexia)
- Visual Dyslexia
- Attentional Dyslexia (a form of visual dyslexia)
- Irlen Syndrome

There are many more terms used to describe dyslexia. It all gets very confusing and people argue endlessly on the internet about what exactly falls under the term "dyslexia". A lot of time is wasted between "experts" when all the while there are millions of children that need help.

I know you want a solution, and not to waste precious time, so I have designed this report with that in mind. I have designed this report to drill down deeper than just a term and get to the core of Eva's difficulties. My aim is to give you the information that leads to a solution. I am confident that I can do that. I've helped thousands of parents just like you.

If you should need an official diagnosis for some reason, then that must be obtained from a specialized team of doctors, psychologists, and other professionals. It is an extremely expensive and time-consuming process. If you are just looking for a solution, then this report is for you.

There is no one test that diagnosis dyslexia. Even where and how to get one is controversial. The process is generally for school professionals to weigh in on the issue and then for a doctor to rule out other conditions. It's a messy process and depending on your situation it may or may not be helpful.

Instead of all that mess, we are simply solution oriented. In this report, I will give you some incredible insight as to what, at the very core, might be causing Eva's problem. I will also give you advice on what steps you can take to get Eva past this and moving forward to achieve academic success.

If:

- Solutions are what you are looking for.
- You'd like to see Eva achieve academic success
- You'd like to see Eva learn to read well and enjoy reading
- You'd like to see Eva enjoy learning once again
- You'd like to eliminate your stress over this situation

Then read on. The answers are here.

If at any time, you'd like to understand the program we use. The program that has helped thousands of children overcome reading struggles just like Eva's, you can read about that [here](#).

It's wonderful that you recognize Eva's true intelligence.

There are many forms of intelligence. Each and every one of us has strengths and weaknesses across the numerous cognitive skills. If there are weaknesses that affect us in certain ways, such as academics, then we often learn to rely on our strengths to process things in different ways.

Some children, if having extreme difficulty in one area, will develop extreme skills in another. These compensatory skills can be a wonderful benefit, so long as we also address the weak skills.

From what you have told me it is apparent that Eva has both some very strong learning skills in certain areas and some skills that need to be addressed. This report covers each of those in detail and what you can do to address them. You've done a great job filling this screener out. It is the first step on a proper solution.

The Amazing Abilities of the Brain

The good news is that intelligence is fluid.

We are not stuck with the brain we were born with. As a matter of fact, the smartest people are those that simply continued to develop their intelligence over time. Which I am going to show you how to do.

Scientists used to believe that brains did not develop after a certain age. That is simply not true. It has been disproven and is now one of the most exciting fields in neuroscience. The concept of a brain changing is called neuroplasticity. The concept of a brain actually growing new neurons is called neurogenesis. There are very easy ways in which to cause neurogenesis and neuroplasticity to occur.

So, by doing certain exercises, you can actually improve intelligence. If certain skills are weak they can be improved. And that is what we are all about doing. You can easily develop Eva's weaker learning skills into strong learning skills and she can further develop the skills that are already strong. That is the magic of neuroplasticity.

Just remember, some of the world's biggest movers and shakers in the world developed their biggest talents from working through a learning struggle. The list of "different thinkers" who succeeded in big ways is long. Many had extreme forms of dyslexia. Instead of letting that hold them back they worked through it and became stronger because of it.

Maybe Eva will one day be on that list too?

Since Eva is having difficulty keeping her place when reading this is usually indicative of a [visual tracking](#) problem. When the eye muscles are weak the eyes do not move smoothly. Sometimes they cannot converge (pull inward) well and this causes fatigue while working close. Such as when doing homework or working on a computer. This will also affect math skills. The same tracking problem that affects reading will often affect math.

Visual tracking problems tend to be relatively easy to correct. Correcting visual tracking mostly has to do with strengthening the eye muscles. The exercises that work to correct visual tracking and visual efficiency problems are collectively known as [vision therapy](#).

Illegible handwriting can have a few different causes. The same micro-skill issues that cause reading issues can cause difficulty here as well.

- Visual tracking problems make it difficult to keep writing smooth and consistent.
- Visual spatial issues can make it difficult to keep letters consistent and consistently spaced.
- Fine motor skills and eye-hand-brain connection issues can cause sloppy writing.

In addition, also consider these possible causes

Poor handwriting can sometimes be intentional to cover up embarrassment over spelling and grammar problems. Check to see if handwriting is consistently sloppy to rule this out.

Poor handwriting can be triggered by emotional issues. Checking for consistency in illegibility can help to rule this out. However, if the student is emotional over schoolwork, which most are, it is likely that the poor handwriting will be consistent even if there was an emotional cause. This is an example of why it is so critical to use strategies to develop self-esteem.

It is also possible that handwriting instruction was not understood well due to auditory processing issues. So an auditory cause cannot be completely ruled out.

Poor handwriting is strongly associated with dyscalculia. It can have a

visual, visual-spatial, kinesthetic, auditory, or emotional cause.

This is another good reason why it is important to do exercises to work visual, auditory, and kinesthetic processing as well as work on a strategic plan for developing the confidence to eliminate the emotional issues. Diagnosing which exactly is causing the problem is not as important as simply doing exercises to cover all learning micro-skills and confidence.

At 8 reversing letters and words becomes a concern. This is normal below age 7 but when it persists beyond age 7 then it is indicative of a directionality and proprioception problem.

These problems are associated with [visual dyslexia](#).

Doing [directionality](#) and [proprioception](#) exercises is recommended

Difficulty with logical written steps

The underlying causes are typically a large range of learning micro-skill weaknesses. Including:

- **Auditory memory** - Associated with sequencing and logic
- **Visual memory** - Works together with auditory memory
- **Proprioception** - Highly correlated with logical thinking
- **Visual form constancy** - Allows us to visualize what we want to write
- **Auditory closure** - Language processing
- **Auditory discrimination** - Language processing

These all work together to form the working memory needed for getting ideas down on paper. Working all of the [micro-skills](#) is

recommended to develop stronger logic and working memory skills as well as the language skills associated with improved writing.

Visual Memory - Constructed

Eva may be having difficulty with [visual form constancy](#). This problem is related to [visual dyslexia and dyscalculia](#). It may have an adverse effect on math skills.

Also, because this skill is used in constructing logical sequences such as visualizes the steps to a problem or the steps to following a multi-step set of instructions, this may cause problems in this area.

Spatial Awareness, motor skills, proprioception, directionality

From what you have indicated Eva is having difficulty in the areas of spatial awareness, motor skills, [proprioception](#) and [directionality](#).

These issues are indicative of [directional dyslexia](#).

Despite the fact that spatial awareness, motor skills, proprioception, and directionality are usually defined as directional dyslexia these problems are highly correlated with all forms of learning difficulties. There is a unique connection between our awareness of our body and learning. There are a few reasons for this

The proprioceptive center of the brain, the hippocampus, is also the logic center. Both skills originate in the same place in the brain There is a high correlation between spatial awareness and memory. Many advanced memory techniques involve spatial awareness [Cross lateral exercises](#) are thought to strengthen the corpus callosum. This is the connector between the brain hemispheres. Strengthening this area is thought to allow better communication between brain hemispheres. Since math requires functions that go on in both hemispheres it requires good communication between hemispheres.

Cross lateral exercises have been shown to improve many learning skills. Proprioceptive exercises cause neurogenesis and neuroplasticity. This is the mechanism that allows our brains to change and grow. We improve our brains through these activities. [Power pose exercises](#) cause us to be more emotionally stable. Emotional stability helps us learn. We cannot learn when we are upset.

It may not be obvious that reading can be improved through exercising the body in certain ways. More and more evidence is piling up that it has tremendous benefits. Proprioception exercises, cross lateral exercises, and power move exercises all play a role in improving learning ability, improving reading ability, and improving emotional stability. Yet these all too important strategies are typically overlooked in most learning environments.

These strategies can be what creates the turning point for a struggling child. We highly recommend getting as many of them as possible.

This discovery is what led to the development of the Learning Success System. It all started in a Kung Fu school. We recognized that many of our Kung Fu students were showing dramatic improvements in school without any additional help. After observing this for years we realized that it was the proprioceptive exercises, the cross-lateral exercises, and the power moves exercises that were creating the changes.

These exercises were an integral part of the Kung Fu that we taught.

The best and easiest learned exercises from those Kung Fu classes were used to develop exercises specifically for increasing learning and reading ability. These were combined with the most effective micro-skill developing exercises from occupational therapy.

Experts from various related fields were consulted in the creation of the system. In this way, the system covers all aspects of a learning difficulty. It is a holistic approach that integrates all learning systems to develop skilled learners and readers. The Learning Success System

covers spatial awareness, motor skills, proprioception, and directionality. It also contains a large variety of cross lateral exercises as well as exercising covering all of the micro-skills in a variety of ways. You can get the Learning Success System [here](#).

Physical Symptoms

Physical symptoms after studying or reading have a couple of possible causes.

1. Visual processing problems such as visual tracking, visual closure, and visual discrimination
2. Emotional problems due to low self-esteem

Or both may be at play.

Emotional Symptoms

The answers you have given indicate that Eva is exhibiting emotional symptoms.

Emotional symptoms nearly always occur when a learning struggle has been going on for some time. It is critically important to use proper strategies to bring back self-confidence, self-esteem, and emotional stability.

Once these emotional symptoms begin, learning is severely halted. A child simply cannot learn under these negative emotional states. At this point adding additional homework, tutoring, or even extra help at school will all likely increase the self-esteem problem. This is because all of these are seen as confirmation of low intelligence to the child. Care must be taken here.

Fortunately, we can use the magic of psychology and neuroscience to eliminate this problem. There are many tactics that can work together to [eliminate self-esteem issues and build self-confidence](#).

Compensatory Skills

Many dyscalculics and children with other specific learning difficulties develop very strong compensatory skills.

Skills such as:

Social talents such as great communication skills or being extremely entertaining. Some may even have extremely high emotional iq's.

These are the gifts that come along with the struggle. If a child:

- Develops grit
- Gets past the self-esteem issues
- Works to overcome the weak areas

Then these gifts can lead them to great places. Some of the world's greatest thinkers developed their gifts because of a learning struggle.

Eva can do the same. You can develop her gifts while building up the weaker micro-skills and self-confidence. This leads to fantastic learning abilities and other skills if a commitment is made.

When a child struggles it is very easy for a negative label to be applied to them. This label is typically due to a compensatory behavior.

When a child is labeled as lazy, not working at their potential, careless, or not trying hard enough, this is a diversionary tactic. They do this because they would far rather be seen as lazy rather than stupid. So they'll accept this label to avoid the other.

Another cause of this label is that the child has developed an identity due to improper praise. For example, if a child has been told they are really smart they may avoid things that would "prove otherwise" by being lazy. They are avoiding challenging the "smart" identity. This is why it is important to use proper praise. Praise the effort. This concept is highly emphasized in the Learning Success System and it provides for excellent results.

When a child is labeled as the class clown, immature, a trouble maker, or a behavior problem they are building this label to avoid what they really fear being called, which is stupid.

All of the acting out, comedy, and childish behavior is actually a brilliant diversionary tactic. It is explicitly designed by the child to keep people from seeing them as stupid. Quite brilliant actually. Just misinformed.

When they realize that they actually are brilliant and their confidence restored. These problems will go away.

The real problem with labels is that they eventually become true. The child will eventually truly identify with that label. That is never a good thing.

Each time the label is applied it sinks deeper into the child's mind and accepted more and more as true. Until eventually this becomes the child's main identification. Future actions revolve around this identification.

It is a vicious cycle.

It is important that the underlying causes of this label are eliminated through micro-skill exercises. It is also critically important that self-confidence and self-esteem are restored. Self-confidence and self-esteem are countermeasures against these labels sticking.

That is why we've included so many confidence building tactics into the [Learning Success System](#). You'll want to get started on reversing the labels before they are embedded too deeply.

Conclusion

To get Eva past her math difficulty, or any learning difficulty, there are four major components to work on. Getting these in the right order is critical. The majority of advice you will get on this is well intended but incorrect. Following incorrect advice can be disastrous.

The components are:

- Keeping up with their peers in academics
- Building up learning skills
- Dealing with emotions
- Building self-confidence

Those are listed in the order that is most often prescribed. That order is EXACTLY WRONG!

The assumption is that if you work on academics then grades will improve, learning skills will follow, and then positive emotions and confidence will follow. That is simply not true. As a matter of fact the opposite is true and this is the process that is most often advised. That path, almost 100% of the time, leads to failure.

We get emails and phone calls daily from frustrated parents who have followed that advice and their children are now struggling harder, more emotional, and on the verge of giving up forever. These scared parents have tried various academic programs, reading programs, or tutoring. Only to push to the point that now their child cries and cries.

Adding more academics has killed their child's self-esteem and made them an emotional wreck. They are at the point of complete avoidance and at this point the whole situation has become far worse and far more difficult to solve. It is unfortunate for these parents, they have just followed the advice of "experts". If this is you, it's not your fault, and there is a way out.

There is a better way. A way that works.

First Build Confidence If a child has confidence they are willing to attempt new things. They do not have a fear of failure that stops them in their tracks.

When they develop self-confidence this naturally leads to self-esteem. Self-esteem is how they value themselves. When their self-esteem builds then the **negative emotions naturally fade**. Those emotions exist because they are scared that they will fail if they try, and that failure will cause them pain and worry.

Once they start to build self-confidence and self-esteem then they are more willing to try new things. Add up many small wins and they will then want to try new things. When this happens they have switched direction. They are no longer in a painful downhill spiral. They are now on the path to learning success.

Next Build Learning Micro-Skills Once they are moving in the right direction they will enjoy doing learning skill development exercises. By doing these exercises they will build up all of the fundamental skills needed for reading and other academics.

At this point they will then recognize that they are truly intelligent.

When that happens they will once again enjoy learning. Children are built to learn. Enjoying learning is a natural state for them.

This then leads to soaring confidence and the pattern, a virtuous circle, repeats itself. Even if they still have difficulties in some areas, the grit they have built will get them through anything. It is an essential life skill for success.

At this point, grades are soaring. And you are a happy and proud parent. Proud to see that report card. Proud to talk about your child's achievement.

Can you imagine that future?

The process to get there is a simple one. It will only take you about 15 minutes per day. And because you will start to eliminate all the time wasters, like fighting over homework, you'll actually save time. You'll also eliminate a lot of frustration and tears.

Because this process takes expertise in a variety of areas we have assembled a team from all of these areas. These areas are:

- Positive psychology
- Motivation
- Proprioception
- Learning skill building
- Academics

And together this team has built the Learning Success System. The Learning Success System is an easy system you do at home with your child. It is quick, fun, exercises delivered daily by email and in our online portal. It will guide you day by day through the entire process of getting your child on track to succeed in school and in life.

You can get started right now. I guarantee it is the best investment you will ever make. Nothing is more important than an investment in your child's future.

There are two options. Purchase the entire one year program (with lifetime access) for the very steeply discounted price of \$279. You can get that by clicking [here](#). Or pay monthly at only \$49 per month (cancel anytime). You can get that by clicking [here](#). You will get instant access to the parent's portal and you'll have your first lesson emailed within an hour.

Either way this is an outstanding investment at a ridiculously low price. Costing less than a tenth of most popular programs and thousands less than what you would spend at a specialized learning center.

Or if you'd like more information on how the program works you can get that [here](#).

Looking forward to your child's bright future.

Liz Weaver

Learning Success