



The Tri-Step Process for reading and writing (Sensory Tools for Educational Proficiency)

This program was developed by A Total Approach to meet the academic needs as it concerns reading and writing in the **age group of 5 to 7**. There are many programs out there for after the age of 8 to work on correcting what was not established, though prevention continues to be “better than the cure”.

The Tri-Step process involves three different levels of reading and writing training, as well as consists of work completed in the auditory, visual, and vestibular processing triad in the brain. Each level consists of similar overall goals, though each student’s program would be individualized for his or her specific needs.

In order for the student to learn how to read, he/she must be able to see the letters with both eyes, make the sounds of each letter, while identifying the name of the letter at the same time, as well as consider the meaning of the word simultaneously. During the writing process, the child has to do all of the above, form a visual image in his mind of the word, send a message to his hand, hold the pencil in the right position to obtain the correct feedback on the hold, find the right place on the paper to start, remember how to form the letters, apply it and write with graded pressure and appropriate spaces between letters and words. During later grades the added pressure of holding a story with organizational detail in their active working memory bank adds to tremendous pressure for a student for whom writing is not automatic. It becomes a very complex process and it is all expected to be used with automaticity to free the mind for the cognitive process of learning new material.

Since both reading and writing are acquired skills, not expected of the baby at birth, it behooves us to consider the developmental processes of the brain as we contemplate any function of automaticity. For more information on [Sensory Processing](#) we refer the reader to that section on our website.

Evaluation / Screening

To determine the level of individuation with regards to program development for each student, we have to complete a battery of assessments to assist us in the decision making process. For more information with regards to the actual process we refer the reader to the [Evaluation / Screening](#) section on our website,

Level 1: Alphabet Attack

There are two choices with regards to this program. The first choice is for the student to participate in 20 hours of therapy (2 hours a day for 10 consecutive working days) to complete this part of the program. The second choice is to complete the program for 3 hours on one day of 7 weeks to total the amount of sessions to 21.

During this program, we would be focusing on specific ocular-motor work, [Balametrics](#), [Tomatis Sound Therapy](#) (if first choice) [Therapeutic Listening](#) (if second choice). Please refer to these sections on our website to read more about it.

The bulk of the program will be focused on forming the letters through non-color clay and working through specific methodology (Ron Davis - "The Gift of Dyslexia) to assist in the formation and memory of the letters of the alphabet. Both upper and lower case letters are completed.

If the family chose the first choice, the therapist will provide the family with a home program for a period of 8 to 10 weeks, before returning for the second level.

If the family chose the second choice, the therapist will provide the family with details with regards to the weekly home program. Once the 7th week is completed, the family takes a two to three week break from therapy visits before resuming the second level.

Level 2: Word Attack

Again, there would be two choices with regards to this program. The first choice is for the student to participate in 20 hours of therapy (2 hours a day for 10 consecutive working days) to complete this part of the program. The second choice is to complete the program for 3 hours on one day of 7 weeks to total the amount of sessions to 21.

During this program we focus on whole words, specific reading exercises, and the actual reading process. The student continues working in the program using [Balametrics](#), [Tomatis Sound Therapy](#) (if first choice) [Therapeutic Listening](#) (if second choice). All of these programs will be a continuation of current progress and not a repeat of what was completed before. During the first choice, which includes the Tomatis training, the student will also complete active vocal work and read through a microphone to hear him or herself in his/her own ear. This assists with improving neural feedback through the auditory processing system, and assists with phonics.

If the family chose the first choice, the therapist will provide the family with a home program for a period of 8 to 10 weeks, before returning for the third level.

If the family chose the second choice, the therapist will provide the family with details with regards to the weekly home program. Once the 7th week is completed, the family takes a two to three week break before resuming the third level.

Level 3: Write Attack

Similar choices are available as in the prior two levels, though at this time the focus is on the actual writing of the letters. In addition to using different sensory modalities, the student will use as a workbook the "Handwriting Without Tears" curriculum.