REI Method for Elimination of Dyslexia

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Abstract: REI method for eliminating dyslexia is the first method that allows a complete elimination of dyslexia in people with dyslexic reading or writing disorder. It was developed on the basis of a new theory REI. So far, dyslexia has been considered as a lifelong disorder. Presented method proves that this is not the case and that the effects of disorder can be completely reversible. This article provides the full method for eliminating dyslexia.

Keywords: Dyslexia, method, psychology, psychological disorder, reading, theory REI, [psi].

INTRODUCTION

Dyslexia is considered to be one of the most studied psychological disorders, although so far an adequate solution for this problem has not been presented. Annually 5%-10% of all children that are trying to learn to read and write, will have problems related to dyslexia, although this figure depends on the test method [1]. These children are otherwise normally developed, often of above average intelligence, but for some unknown reason confronted with difficulties when learning to read and write alphabetical characters. Dyslexia presents a great problem, because the educational system is set up in a way that requires pupils and students to absolutely master the ability to read and write. Today, dyslexia does not constitute grounds for discrimination due to raised awareness, and the school work is adjusted for the needs of dyslexic pupils. Most dyslexics eventually learn to read (to a degree), while only a minority of people with this disorder never overcome the problem. There are many methods that allow dyslexics to learn how to read and write easier. All known methods for treating dyslexia help to facilitate learning of reading and writing, however the characteristics of the reading disorder remain with those affected for the rest of their lives. Here, we describe a novel method for combating dyslexia that is based on Reason-Emotion-Instinct (REI) theory. This method allows for complete elimination of the problem, including those individuals that have thus far not been able to learn to read.

BACKGROUND

REI theory is a new model of understanding how our mind works. It is based on hypothesis that our mind does not operate as one, but three autonomous minds-one conscious and two subconscious that continuously cooperate to achieve our own, individual perception of the world. The three minds process all information that our body perceives from its surroundings. The author has named the processors Reason (R), Emotion (E) and Instinct (I). R is the logical, analytical thought processor that provides awareness and represents the part of our thinking that is based on understanding. It deals with information based on concepts and formulations, it looks for connections and discovers causes, understands numbers and time. Emotion (E in REI), the first of our subconscious minds, operates based on images/visual processes and communicates in pictures. Finally, Instinct (I in REI) is the second of our subconscious minds, which is wary, suspicious, critical and communicates through feelings linked with various fears which have been experienced in the past and as such, it tries to the eliminate combinations of behavior that may have perceivably negative outcome.

All three processors are equal in terms of processing thought quality, each having its own special area of activity. The three minds operate as independent systems and each one wants to predominate. However, due to their autonomy, one operation is often interfering with the other two. Conflicting situations are therefore created due to the differences in their functioning. Even though the minds fight for control they cannot survive without one another and, even though each is in charge of a different area, one of them can completely overrule the other two. The power ratio between the three minds forms while we grow up, and this in turn defines our character for the rest of our lives. These combinations can be organised such that any one of the minds can occupy the first place as the main 'ruler', while the other two are left with subordinate roles; alternatively, two minds can occupy first place together, and only one remains in a subordinate position; finally the power can be distributed such that one mind is most important, the second moderately important, and the last least important (see Table **1**).

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REI theory is the first psychological model that allows detailed insight into the functioning of our mind, from which it is possible to derive the basic elements of our thoughts and links between them. It provides an understanding of the psychological conditions and disorders, operating methods for their elimination and synthesis of lifelong solutions to treat dyslexia. There are a number of other psychological models based on three-sided operation of our mind. Plato spoke of three-parted soul (Intellectual, emotional and desire). Sigmund Freud's tripartite structural system is the most famous in the modern psychology, where he attempted to explain the functioning and dynamics of the human psyche through Id, Ego and Superego [2]. A well known and widely used model was presented by Dr Eric Berne, author of transactional analysis. His model is based on components, or the ego state of Child-Parent-Adult [3].

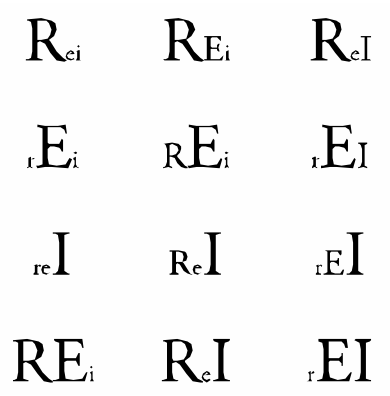
THEORY REI

Tripartite psychological model is the basis and starting point of REI theory, but later it is upgraded through very important element. Theory REI is introducing an important feature, which other models do not contain. It is essential to understand the differences between the human characters and combinations of power relationships between the three cognitive processors, which are established in adolescence and remain unchanged throughout life.

It is important to understand the significance of one mind in relation to the other, namely if a certain mind is superior, inferior, or equivalent in relation to other two. In this way we can put together twelve different combinations (power relations) that represent twelve completely different ways of processing. These twelve combinations represent twelve human characters (see Table **1**). The Table **1** shows the total of twelve combinations of three minds. The size of the letters indicates the importance of an individual mental processor.

It is crucial for psychological research to identify relationships between cognitive processors (characters), as each mode represents a completely different processing mode of information. The study of the human psyche makes sense only if it is carried out within the same characters, because without this understanding, we are comparing entities that are essentially without an appropriate comparison. For better understanding of dyslexia, we will examine the functioning of thought processors R and E. R controls the abstract formulation of concepts, all measuring, division and separation in the domain of intellect. In this domain of mind is also speech, hypothetical thinking and reasoning on the basis of formal logic as well as abstract thinking. R is the only mental processor, which uses a timeline, on which events can be identified. Reading is a process, in which it is necessary to recognize the sequence of individual letters to form words, and from words, sentences. R mental processor is the most appropriate one for this purpose. Average person can be trained to read within one year.

Table 1: The Twelve Combinations of Three Mental Processors. Size of the letter corresponds to the hierarchy of the processor importance within a particular individual with biggest letter showing the dominant processor. The bottom line shows combinations that have two equally important processors denoted by letters of same size.



E processes images where there are no abstract concepts or formulations. This method of processing information allows a better perspective and possibility of improvisation. This thought processor creates themed images, current image, previous image and the image that is yet to be realised. The difference between the current image, and the image that is to be realised, is felt as desire. In this way E separates time on “now”, “before” and “after”.

DYSLEXIA

According to the REI theory, in an individual affected by dyslexia, reading is taken over by E, the less appropriate mental process. Dyslexia may occur only in characters with the leading/dominant E (see Table **1**), however this is not always the case, because it’s occurrence depends on individual relationship between two minds. Dyslexia can thus appear in the second line on the table as well as the first and third character in the fourth row (all leading Es). It is necessary to understand how E processes written text,

in order to put together an effective method for elimination of dyslexia. Due to lack of timelines, this thought processor does not consist of individual letters in the word compositions, as does R. Instead, a sequence of several letters is remembered as an image that correlates with a pictorial representation of the word.

E can assign phonemes to individual letters, but does not assemble phonemes into words. At this point a problem sets in, because the mind has to memorize a large number of compositions (words, at least 800), instead of few letters of the alphabet. Despite the complexity, most dyslexics eventually manage to overcome difficulties with a great deal of effort, and learn to read. However, dyslexic way of reading is always present. A small number of dyslexics never learn to read. If we understand E's thought processing we can see where the dyslexic problems occur. E is forced to simplify things, and so instead of all the possible inflected forms and various derivations of a word, it only remembers the root of a word without any prefixes and/or endings. It finds it much easier to "add" them by ear than recognize them in pictures. E looks at the whole sentence before it reads and thus reads with a slight delay. It then composes the words that it recognizes into a sentence, and it tries to add those that it does not recognize by guessing. Dyslexic may seem to have a poor orientation in the text, but this is not a justified belief. E has an excellent orientation, but it stalls or stops upon encountering a word it does not recognize. The dyslexic patients can easily identify a few words ahead, even if the text was suddenly covered while reading. E can recognize only words that can be connected with images, but because some words cannot be visualized, it does not recognize the word. These words are referred to as "triggers" of dyslexia, because it seems that these words trigger problems with reading (these words are but, be, fairly, how, anything, however, why).

E presents images in such a way that it sees individual elements from all angles. Its perception of individual letters and words is spatial. For this thought processor, letters p, b and d are the same symbol. If it does not recognize one or more of these symbols, it starts to rotate them as to obtain a first remembered word, which is obviously read wrong. It also has a problem with words, which are made up of symmetrical letters that look the same from the front and from behind. (i,m,n,o,t,u,v,w,x) If dyslexic in his memory does not recognize the word "no", he will turn it around and read "on". Same problem also occurs with symmetrical numbers (0 and 8). Due to the large number of similar words, dyslexic often incorrectly identifies meanings of words. (John wondered; John wandered) Sometimes dyslexic can associate different words with the same image and read the word "Father" as "Dad".

The Challenge

If dyslexia indeed is a reading disorder where reading occurs with a less adequate mental processor, then its elimination is possible if more appropriate mental processor takes over this task. Currently known methods do not allow for this, hence thus far the problem may not been identified appropriately. Therefore, effective method to eliminate dyslexia has to avoid further attempts by the mental processor E to carry out reading, and instead transfer this task to the appropriate mental processor R. As such, this would be akin to re-learning how to read from scratch.

METHOD

REI method for eliminating dyslexia comprises use of double denoting of phonemes/letters with numbers. Letter A is the same as number 1, letter B is assigned 2, C=3 etc. Therefore, using double denoting phonemes, the word "dad" can be written in several different ways:

4a4

4ad

d1d

da4

41d

d14

414

As we can see, one word is written in different ways. The number of possible combinations is increased so much that the mind E cannot read by simply recognizing a picture of the word. On the other hand, this way of writing the word does not present a major problem for processor R because it must remember 52 individual symbols instead of 26, which is not a major increase in the task and the numbers are likely already known to the dyslexia sufferer.

REI method for eliminating dyslexia consists of seven levels. The levels are not time limited due to

differences in individuals' cognitive processes. When an individual has completed the task in each level, he/she can continue onto the next. For a younger person, an adult supervision is recommended, to assist them in carrying out the tasks and to supervise the progress.

The seven stages are:

Stage one: learning double symbols

Stage two: strengthening knowledge of symbols

Stage three: adding up letters

Stage four: identifying the meaning of words

Stage five: reading texts with double symbols

Stage six: reading nonsense words

Stage seven: improving reading single symbols

1. Learning Double Symbols

The majority of people automatically recognize the symbols (letters) representing sounds because Reason considers them the basic word building blocks. However, for dyslexics letters don't play the same role because Emotion finds it easier to recognize groups of letters as a picture than to compose words from individual letters.

In order for the dyslexics to transfer the reading function from Emotion to Reason, they must master all the basic building blocks (symbols) to perfection. The first and the second stages focus on this task.

Table 2: Double Symbols

A, a = 1	H, h = 8	O, o = 15	V, v = 22
B, b = 2	I, i = 9	P, p = 16	W, w = 23
C, c = 3	J, j = 10	Q, q = 17	X, x =24
D, d = 4	K, k = 11	R, r = 18	Y, y = 25
E, e = 5	L, l = 12	S, s = 19	Z, z = 26
F, f = 6	M, m = 13	T, t = 20	
G, g = 7	N, n =14	U, u = 21	

To learn the symbols you must print out the table in Figure **1**. Print out the symbols for upper-case and lower-case letters and numbers and cut them out using the lines. Then mix up the squares and distribute them on the table so that the symbols don't show. Dyslexics should turn the squares around one after the other (like playing Memory game) and read out the symbols printed on them. They should only read the numbers as the letters they represent and not as numbers; for example, they should read the number 2 as b, and the number 26 as z.

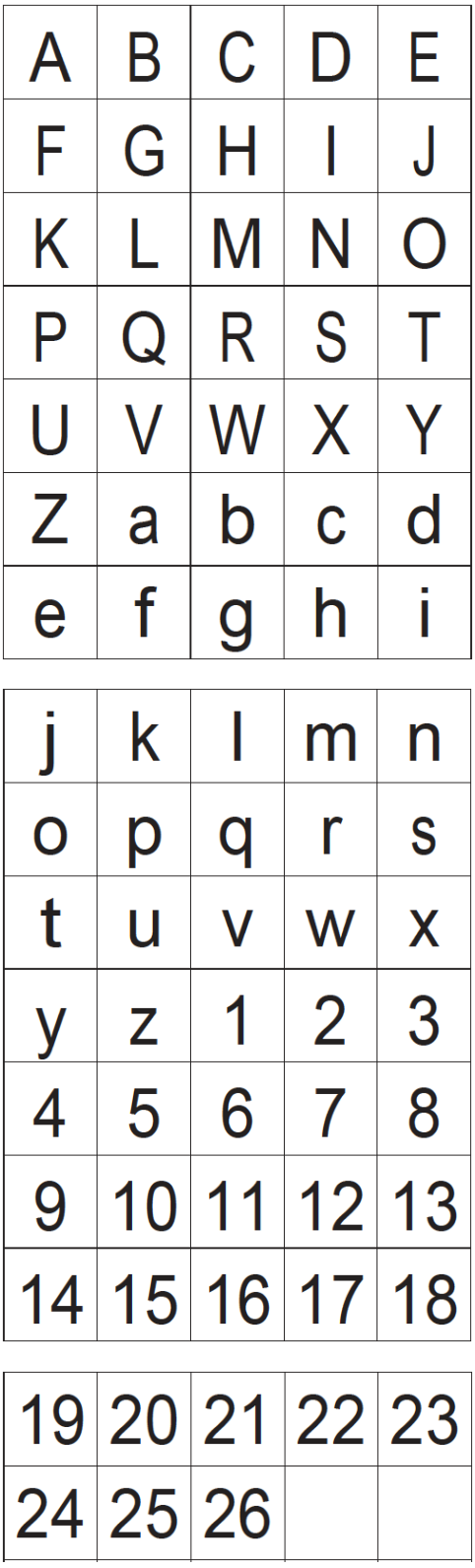


Figure 1: REI method for eliminating dyslexia.

This stage is completed when the dyslexic identifies all the symbols smoothly and without mistakes.

2. Strengthening the Knowledge of Symbols

The parents of dyslexic children often do not notice that their children cannot recognize individual symbols as well as their peers. Recognizing letters smoothly and flawlessly is of key importance to reading. The following exercise is used to determine whether the dyslexic recognizes individual symbols well enough. The Figure **2** takes the reader to two pages of randomly selected letters and numbers. The dyslexic must spell all the symbols out loud and parent/friend can check the accuracy and time them. This exercise can be done several times a day. A personal record is achieved when the dyslexic makes no more than three mistakes in record time (they always reads the numbers only as letters in this exercise).

In this stage, the dyslexic should practice reading the symbols until he reads all the symbols without mistakes in seven minutes or faster (with some this stage can last several weeks. Do not move on to the next exercise until you can do this in the required time!).

a	u	e	p	w	g	k	e	t	s	q	x	t
d	l	7	s	a	b	n	y	h	t	y	n	d
12	u	t	d	t	p	r	o	b	t	d	b	o
p	t	e	12	k	1	d	a	m	b	p	i	18
b	x	p	t	d	s	b	u	t	d	a	z	s
w	21	r	w	t	j	k	o	b	r	13	g	h
s	b	d	o	p	26	b	r	b	d	b	l	d
3	b	p	y	d	t	d	24	b	w	d	b	y
r	d	y	b	x	d	w	d	u	17	b	q	d
h	d	b	d	p	d	p	b	p	d	p	b	p
d	b	5	w	i	b	f	d	y	q	8	d	7
p	y	b	q	b	k	d	6	u	b	b	c	s
b	d	e	25	r	b	l	e	s	b	i	o	t
r	e	n	v	z	c	d	x	p	2	u	b	r
t	i	o	b	d	p	o	22	r	a	s	m	q
b	x	d	p	o	u	t	g	j	h	k	l	q
m	b	n	6	c	s	a	d	g	k	t	5	y
b	d	x	w	o	j	b	26	d	8	e	r	g
19	k	v	c	d	p	i	10	h	f	t	18	s
p	o	r	l	k	g	l	o	m	v	b	d	u
q	w	b	f	d	6	b	i	d	9	b	w	d
t	p	w	d	p	d	b	p	b	d	21	j	d
s	a	7	l	k	4	i	u	9	r	d	n	b
c	24	d	t	i	o	p	k	l	e	j	p	o
a	g	d	r	i	t	o	p	k	l	o	p	r
11	j	l	u	k	a	16	e	m	a	q	a	d
b	s	t	i	k	l	o	y	q	p	r	14	s
d	n	b	q	t	d	w	9	y	w	5	t	i

Fig. 2 Contd.....

j	26	g	w	b	q	o	x	p	y	13	h	i
j	d	f	i	p	4	g	f	r	t	u	i	b
n	f	g	p	y	b	x	d	w	b	q	d	w
p	19	d	i	u	j	k	h	l	q	w	p	l
o	j	l	11	i	g	n	m	6	d	r	e	a
s	c	f	d	z	j	g	x	l	o	p	x	y
i	20	j	k	m	p	b	g	d	v	10	o	p
t	r	e	p	o	k	l	d	h	k	b	m	n
r	d	14	b	d	p	b	d	22	p	b	26	f
g	u	i	p	q	y	t	a	n	j	e	p	r
i	d	e	n	k	u	w	a	n	m	o	t	y
3	d	s	a	z	x	c	o	p	x	g	l	k
j	g	f	d	t	b	21	d	s	a	r	t	u
o	p	i	g	f	d	a	w	5	r	f	d	a
20	z	2	n	m	o	i	l	q	o	j	k	g
j	h	d	s	b	d	p	w	l	k	15	u	i
h	j	k	n	m	7	p	x	o	d	b	12	d
m	p	d	b	v	m	n	j	i	y	e	r	b
25	r	s	i	u	t	m	n	b	v	d	a	s
c	z	g	h	17	k	p	d	t	w	b	d	b
t	d	n	b	p	d	f	d	24	g	m	x	g
y	q	p	b	m	w	l	b	p	d	i	o	r
8	r	y	o	p	n	m	b	d	r	f	e	d
b	p	p	l	s	23	n	b	d	t	1	p	d
q	w	p	x	t	j	m	b	d	i	16	d	b
9	d	15	b	p	s	o	a	8	q	b	n	x

Figure 2: REI method for eliminating dyslexia.

3. Adding Up Letters

The purpose of this exercise is to establish that reading does not take place by recognizing words as pictures and connecting these pictures with suitable concepts, but by connecting individual letters into words. If someone is good at this, this means he can read smoothly.

Because the dyslexic also knows the right number for each letter at this stage, they can also calculate the values of the words. This means that they mentally convert every letter into a number and then add up their values to get the total value of a word. They can only get the right value if they convert and add up all the letters correctly.

banana = 2 + 1 + 14 + 1 + 14 + 1 = 33

With this exercise, the dyslexic gets to know how carefully they must read every letter in a word. The Figure **3** takes you to exercises that you must complete over the period of seven days. Every day the dyslexic should add up the words from one side. If they have

3. / 1.

Sum up the value of letters in a word.

1. dad = 4 + 1 + 4 = 9
2. can =
3. dog =
4. fun =
5. day =
6. sky =
7. ant =
8. sun =
9. dry =
10. egg =
11. run =
12. car =
13. sea =
14. ham =
15. gum =
16. zoo =
17. hug =
18. bat =
19. leg =
20. old =
21. joy =

Fig. 3 Contd.....

3. / 2.

Sum up the value of letters in a word.

1. fish =
2. door =
3. belt =
4. duck =
5. hand =
6. plum =
7. body =
8. soap =
9. milk =
10. sink =
11. gold =
12. fire =
13. wolf =
14. room =
15. vase =
16. sign =
17. glow =
18. lion =
19. nail =
20. sand =
21. wine =

Fig. 3 Contd.....

3. / 3.

Sum up the value of letters in a word.

1. soup =
2. boat =
3. suit =
4. pony =
5. neck =
6. rock =
7. lake =
8. girl =
9. flea =
10. soap =
11. ball =
12. hour =
13. cube =
14. frog =
15. past =
16. goat =
17. shoe =
18. fall =
19. wife =
20. rose =
21. game =

Fig. 3 Contd.....

3. / 4.

Sum up the value of letters in a word.

1. bacon =
2. month =
3. shirt =
4. money =
5. frame =
6. tooth =
7. madam =
8. eagle =
9. horse =
10. daisy =
11. grass =
12. novel =
13. hotel =
14. couch =
15. knife =
16. dream =
17. tiger =
18. grain =
19. cheek =
20. fence =
21. bunny =

Fig. 3 Contd.....

3. / 5.

Sum up the value of letters in a word.

1. store =
2. beach =
3. valet =
4. stone =
5. candy =
6. ankle =
7. badge =
8. apple =
9. zebra =
10. sport =
11. rodeo =
12. price =
13. floor =
14. brick =
15. skirt =
16. paper =
17. bread =
18. lemon =
19. metal =
20. steel =
21. pants =

Fig. 3 Contd.....

3. / 6.

Sum up the value of letters in a word.

1. favor =
2. hunger =
3. letter =
4. marble =
5. jungle =
6. parrot =
7. almond =
8. raisin =
9. garage =
10. canyon =
11. melody =
12. object =
13. banana =
14. finger =
15. banker =
16. cattle =
17. napkin =
18. errand =
19. giggle =
20. kitten =
21. defeat =

Fig. 3 Contd.....

3. / 7.

Sum up the value of letters in a word.

1. balcony =
2. dessert =
3. feather =
4. mailbox =
5. numbers =
6. clothes =
7. evening =
8. journey =
9. pancake =
10. dolphin =
11. bicycle =
12. kitchen =
13. postman =
14. shampoo =
15. mistake =
16. acrobat =
17. leather =
18. rainbow =
19. tractor =
20. gorilla =
21. cupcake =

Fig. 3 Contd.....

3. / 1. ANSWERS

Sum up the value of letters in a word.

1. dad = 4 + 1 + 4 = 9
2. can = 3 + 1 + 14 = 18
3. dog = 4 + 15 + 7 = 26
4. fun = 6 + 21 + 14 = 41
5. day = 4 + 1 + 25 = 30
6. sky = 19 + 11 + 25 = 55
7. ant = 1 + 14 + 20 = 35
8. sun = 19 + 21 + 14 = 54
9. dry = 4 + 18 + 25 = 47
10. egg = 5 + 7 + 7 = 19
11. run = 18 + 21 + 14 = 53
12. car = 3 + 1 + 18 = 22
13. sea = 19 + 5 + 1 = 25
14. ham = 8 + 1 + 13 = 22
15. gum = 7 + 21 + 13 = 41
16. zoo = 26 + 15 + 15 = 56
17. hug = 8 + 21 + 7 = 36
18. bat = 2 + 1 + 20 = 23
19. leg = 12 + 5 + 7 = 24
20. old = 15 + 12 + 4 = 31
21. joy = 10 + 15 + 25 = 50

Fig. 3 Contd.....

3. / 2. ANSWERS

Sum up the value of letters in a word.

1. fish = 6 + 9 + 19 + 8 = 42
2. door = 4 + 15 + 15 + 18 = 52
3. belt = 2 + 5 + 12 + 20 = 39
4. duck = 4 + 21 + 3 + 11 = 39
5. hand = 8 + 1 + 14 + 4 = 27
6. plum = 16 + 12 + 21 + 13 = 62
7. body = 2 + 15 + 4 + 25 = 46
8. soap = 19 + 15 + 1 + 16 = 51
9. milk = 13 + 9 + 12 + 11 = 45
10. sink = 19 + 9 + 14 + 11 = 53
11. gold = 7 + 15 + 12 + 4 = 38
12. fire = 6 + 9 + 18 + 5 = 38
13. wolf = 23 + 15 + 12 + 6 = 56
14. room = 18 + 15 + 15 + 13 = 61
15. vase = 22 + 1 + 19 + 5 = 47
16. sign = 19 + 9 + 7 + 14 = 49
17. glow = 7 + 12 + 15 + 23 = 57
18. lion = 12 + 9 + 15 + 14 = 50
19. nail = 14 + 1 + 9 + 12 = 36
20. sand = 19 + 1 + 14 + 4 = 38
21. wine = 23 + 9 + 14 + 5 = 51

Fig. 3 Contd.....

3. / 3. ANSWERS

Sum up the value of letters in a word.

1. soup = 19 + 15 + 21 + 16 = 71
2. boat = 2 + 15 + 1 + 20 = 38
3. suit = 19 + 21 + 9 + 20 = 69
4. pony = 16 + 15 + 14 + 25 = 70
5. neck = 14 + 5 + 3 + 11 = 33
6. rock = 18 + 15 + 3 + 11 = 47
7. lake = 12 + 1 + 11 + 5 = 29
8. girl = 7 + 9 + 18 + 12 = 46
9. flea = 6 + 12 + 5 + 1 = 24
10. soap = 19 + 15 + 1 + 16 = 51
11. ball = 2 + 1 + 12 + 12 = 27
12. hour = 8 + 15 + 21 + 18 = 62
13. cube = 3 + 21 + 2 + 5 = 31
14. frog = 6 + 18 + 15 + 7 = 46
15. past = 16 + 1 + 19 + 20 = 56
16. goat = 7 + 15 + 1 + 20 = 43
17. shoe = 19 + 8 + 15 + 5 = 47
18. fall = 6 + 1 + 12 + 12 = 31
19. wife = 23 + 9 + 6 + 5 = 43
20. rose = 18 + 15 + 19 + 5 = 57
21. game = 7 + 1 + 13 + 5 = 26

Fig. 3 Contd.....

3. / 4. ANSWERS

Sum up the value of letters in a word.

1. bacon = 2 + 1 + 3 + 15 + 14 = 35
2. month = 13 + 15 + 14 + 20 + 8 = 70
3. shirt = 19 + 8 + 9 + 18 + 20 = 74
4. money = 13 + 15 + 14 + 5 + 25 = 72
5. frame = 6 + 18 + 1 + 13 + 5 = 43
6. tooth = 20 + 15 + 15 + 20 + 8 = 78
7. madam = 13 + 1 + 4 + 1 + 13 = 32
8. eagle = 5 + 1 + 7 + 12 + 5 = 30
9. horse = 8 + 15 + 18 + 19 + 5 = 65
10. daisy = 4 + 1 + 9 + 19 + 25 = 58
11. grass = 7 + 18 + 1 + 19 + 19 = 64
12. novel = 14 + 15 + 22 + 5 + 12 = 68
13. hotel = 8 + 15 + 20 + 5 + 12 = 60
14. couch = 3 + 15 + 21 + 3 + 8 = 50
15. knife = 11 + 14 + 9 + 6 + 5 = 45
16. dream = 4 + 18 + 5 + 1 + 13 = 41
17. tiger = 20 + 9 + 7 + 5 + 18 = 59
18. grain = 7 + 18 + 1 + 9 + 14 = 49
19. cheek = 3 + 8 + 5 + 5 + 11 = 32
20. fence = 6 + 5 + 14 + 3 + 5 = 33
21. bunny = 2 + 21 + 14 + 14 + 25 = 76

Fig. 3 Contd.....

3. / 5. ANSWERS

Sum up the value of letters in a word.

1. store = 19 + 20 + 15 + 18 + 5 = 77
2. beach = 2 + 5 + 1 + 3 + 8 = 19
3. valet = 22 + 1 + 12 + 5 + 20 = 60
4. stone = 19 + 20 + 15 + 14 + 5 = 73
5. candy = 3 + 1 + 14 + 4 + 25 = 47
6. ankle = 1 + 14 + 11 + 12 + 5 = 43
7. badge = 2 + 1 + 4 + 7 + 5 = 19
8. apple = 1 + 16 + 16 + 12 + 5 = 50
9. zebra = 26 + 5 + 2 + 18 + 1 = 52
10. sport = 19 + 16 + 15 + 18 + 20 = 88
11. rodeo = 18 + 15 + 4 + 5 + 15 = 57
12. price = 16 + 18 + 9 + 3 + 5 = 51
13. floor = 6 + 12 + 15 + 15 + 18 = 66
14. brick = 2 + 18 + 9 + 3 + 11 = 43
15. skirt = 19 + 11 + 9 + 18 + 20 = 77
16. paper = 16 + 1 + 16 + 5 + 18 = 56
17. bread = 2 + 18 + 5 + 1 + 4 = 30
18. lemon = 12 + 5 + 13 + 15 + 14 = 59
19. metal = 13 + 5 + 20 + 1 + 12 = 51
20. steel = 19 + 20 + 5 + 5 + 12 = 61
21. pants = 16 + 1 + 14 + 20 + 19 = 70

Fig. 3 Contd.....

3. / 6. ANSWERS

Sum up the value of letters in a word.

1. favor = 6 + 1 + 22 + 15 + 18 = 62
2. hunger = 8 + 21 + 14 + 7 + 5 + 18 = 73
3. letter = 12 + 5 + 20 + 20 + 5 + 18 = 80
4. marble = 13 + 1 + 18 + 2 + 12 + 5 = 51
5. jungle = 10 + 21 + 14 + 7 + 12 + 5 = 69
6. parrot = 16 + 1 + 18 + 18 + 15 + 20 = 88
7. almond = 1 + 12 + 13 + 15 + 14 + 4 = 59
8. raisin = 18 + 1 + 9 + 19 + 9 + 14 = 70
9. garage = 7 + 1 + 18 + 1 + 7 + 5 = 39
10. canyon = 3 + 1 + 14 + 25 + 15 + 14 = 72
11. melody = 13 + 5 + 12 + 15 + 4 + 25 = 74
12. object = 15 + 2 + 10 + 5 + 3 + 20 = 55
13. banana = 2 + 1 + 14 + 1 +14 + 1 = 33
14. finger = 6 + 9 + 14 + 7 + 5 + 18 = 59
15. banker = 2 + 1 + 14 + 11 + 5 + 18 = 51
16. cattle = 3 + 1 + 20 + 20 + 12 + 5 = 61
17. napkin = 14 + 1 + 16 + 11 + 9 + 14 = 65
18. errand = 5 + 18 +18 + 1 + 14 + 4 = 60
19. giggle = 7 + 9 + 7 + 7 + 12 + 5 = 47
20. kitten = 11 + 9 + 20 + 20 + 5 + 14 = 79
21. defeat = 4 + 5 + 6 + 5 + 1 + 20 = 41

Fig. 3 Contd.....

3. / 7. ANSWERS

Sum up the value of letters in a word.

1. balcony = 2 + 1 + 12 + 3 + 15 + 14 + 25 = 72
2. dessert = 4 + 5 + 19 + 19 + 5 + 18 + 20 = 90
3. feather = 6 + 5 + 1 + 20 + 8 + 5 + 18 = 63
4. mailbox = 13 + 1 + 9 + 12 + 2 + 15 + 24 = 76
5. numbers = 14 + 21 + 13 + 2 + 5 + 18 + 19 = 92
6. clothes = 3 + 12 + 15 + 20 + 8 + 5 + 19 = 82
7. evening = 5 + 22 + 5 + 14 + 9 + 14 + 7 = 76
8. journey = 10 + 15 + 21 + 18 + 14 + 5 + 25 = 108
9. pancake = 16 + 1 + 14 + 3 + 1 + 11 + 5 = 51
10. dolphin = 4 + 15 + 12 + 16 + 8 + 9 + 14 = 78
11. bicycle = 2 + 9 + 3 + 25 + 3 + 12 + 5 = 59
12. kitchen = 11 + 9 + 20 + 3 + 8 + 5 + 14 = 70
13. postman = 16 + 15 + 19 + 20 + 13 + 1 + 14 = 98
14. shampoo = 19 + 8 + 1 + 13 + 16 + 15 + 15 = 87
15. mistake = 13 + 9 + 19 + 20 + 1 + 11 + 5 = 78
16. acrobat = 1 + 3 + 18 + 15 + 2 + 1 + 20 = 60
17. leather = 12 + 5 + 1 + 20 + 8 + 5 + 18 = 69
18. rainbow = 18 + 1 + 9 + 14 + 2 + 15 + 23 = 82
19. tractor = 20 + 18 + 1 + 3 + 20 + 15 + 18 = 95
20. gorilla = 7 + 15 + 18 + 9 + 12 + 12 + 1 = 74
21. cupcake = 3 + 21 + 16 + 3 + 1 + 11 + 5 = 60

Figure 3: REI method for eliminating dyslexia.

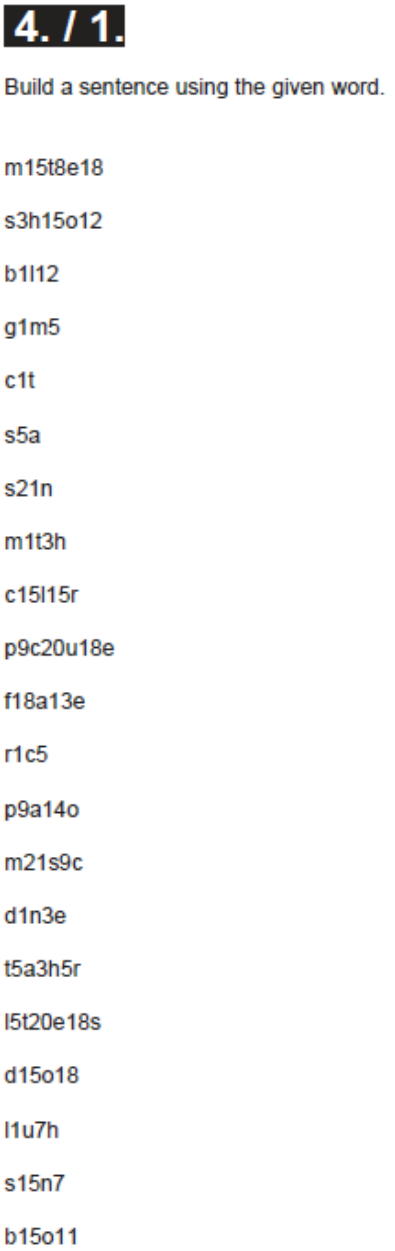
difficulties adding up numbers in their head, the individual calculations can be written down next to the

word (the checklist that comes with these exercises is for the person helping the dyslexic do the exercises).

This stage is completed when the dyslexic correctly calculates the values of all the words.

4. Identifying the Meaning of Words

In this stage the dyslexic focuses on identifying the meaning of words he has composed from individual symbols. In order to prevent him from identifying pictures of individual words, like he has been doing so far, we must use words written in double symbols for this exercise (that is, with letters and numbers). This way every word is written in two ways and represents two different pictures for Emotion. This is enough to stop the dyslexic from learning them off by heart.



To get to the exercises, please see Figure **4**. This stage is completed when the dyslexic solves all the exercises.

5. Reading Texts with Double Symbols

This is the central and most important part of REI method for eliminating dyslexia. By reading specially adapted texts that contain double symbols, dyslexics start improving their reading in the manner that only the mental processor Reason is capable of. One must be aware that regardless of their age and the reading progress they might have made in reading before that, this is the point when dyslexics begin to read from the start. Their point of departure is thus the same as that of a first-grader, but their progress in improving their reading will almost be the same as in children without

Fig. 4 Contd.....

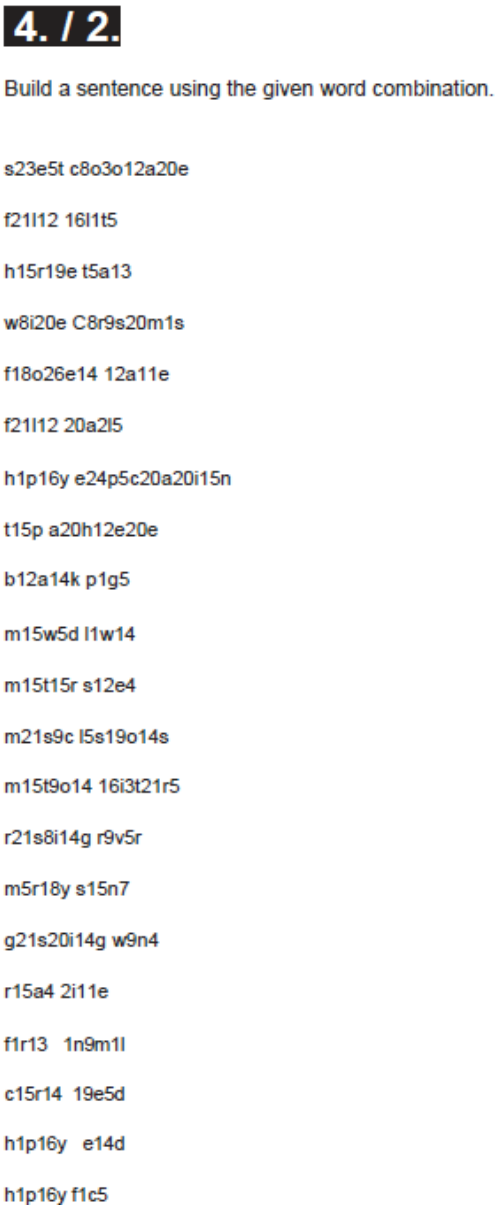


Fig. 4 Contd.....

4. / 3.

Write down the next word to follow or its opposite.

M15n4a25, T21e19d1y, 23e4n5s4a25, T8u18s4a25 _____

o14e, 20w15, t8r5e, 6o21r _____

J1n21a18y, 6e2r21a18y, 13a18c8, A16r9l _____

w8i20e / _____

s21m13e18 / _____

d1y / _____

m15r14i14g / _____

b1d / _____

n5w / _____

l9g8t / _____

f1s20 / _____

h15t / _____

w5t / _____

t8i14 / _____

b9g / _____

h21n7r25 / _____

l5f20 / _____

u16s20a9r19 / _____

t1l12 / _____

y15u14g / _____

s8o18t / _____

Fig. 4 Contd.....

4. / 4.

Complete the sentence with missing words.

L9o14 9s t8e k9n7 15f t8e _____ .

A20 14i7h20 20h5r5 1r5 19t1r19 9n t8e _____.

F9s8 19w9m i14 20h5 _____.

S14o23 23h9t5 1n4 _____ d23a18f19.

I20 23a19 1 3o12d a14d l15n7 _____.

M25 _____ 7a22e b9r20h t15 13e.

T8e n5i7h2o18'19 _____ w1s b1r11i14g.

M25 6a22o18i20e s3h15o12 19u2j5c20 9s _____.

T8e18e i19 1 _____ c8i18p9n7 15n t8e b18a14c8.

A16p12e19 1r5 18i16e14i14g o14 20h5 _____.

T8e _____ 23a19 19h9n9n7 2r9g8t12y i14 20h5 19k25.

A12l t8e b5s20 20o t8e b18i4e a14d g18o15m o14 20h5i18 _____ 4a25!

T8e c15l15r o6 20h5 19k25 9s _____.

T8e h1n4s o22e18l1p16e4 1n4 20h5 3l15c11 19t18u3k _____.

W8e14 9'13 _____, 9 7o t15 20h5 4o3t15r.

I a13 14i14o a14d m25 19i19t5r's _____ 9s K1j1.

G18a14d13o20h5r h1s _____ h5r 77t8 2i18t8d1y.

L1s20 14i7h20 8e _____ 20o s12e5p e1r12y.

I'm d18i22i14g m25 _____ w9t8o21t t18a9n9n7 23h5e12s.

P5o16l5 23i20h b1d e25e19i7h20 1r5 23e1r9n7 _____ .

P5o16l5 20h1t r5a4 1 12o20 11n15w a l15t o6 _____.

Figure 4: REI method for eliminating dyslexia.

dyslexia. In this stage the progress depends on persistence and practice, which means that dyslexics must read for an hour every day. If they skip a day for any reason, they must catch up on their reading the next day; this means that on that day they must read for two hours, but not all at once.

It's also very important that during these exercises dyslexics do not read other texts because any contact by Emotion with a normal text gives Emotion the opportunity to get better at his way of reading. The goal of this exercise is exactly the opposite: to make Reason overtake Emotion in reading and improve to the extent that Emotion no longer takes part in this function.

The links take you to texts that you must print out in order to do this exercise. Each text is also accompanied by a version with normal text intended for the person who supervises the dyslexic's reading. If the texts selected here are not suitable for the dyslexic, online program that converts electronic texts into versions containing double symbols can be found using the link http://www.psi-book.com/rei_conv/index.php?lang=ENG. Using the converter, one can also adapt texts that may attract the dyslexic more than those provided here in order to do this exercise. To make the reading easier, it's recommended that you use the Arial font because with some other fonts letters and numbers look too much alike, which makes reading more difficult.

akura jo mekala nit pel ot der som bosula zaf sokel fodrom nap iro kolas ton puk lopas oklap nipo mekal parap seto kihan jeru dop vudo bode sart porka duq skip jan bidebom moklas xaloy powod dateri pokalot dabukla pis of brader fentol poli kroton loy klapik jav bolgon draco wap ibodi holdre dolbod bodbam qlowaron delgarit fop qop yod bod red don klon fore teyke sere tu nekdo are sop dabi bojdon folis rupas jupak doberman lula po travi dor klas bojo mreya qolpa sloy klis bilo bodibon mordok mazda sikon bedor bodigard padopin podole dobir darok loprendin badrom kolip sloga doba doga doma dora dosta boma bora boga bosa duka buro posta dolan deurda polak sokol vur jan cilopek klis rom neripo lopik rolokad roka yobolin dobirad basikon blopiren derituj huligan dona virde dere drek ker opilas domilu preo klibonit dobel drakilan dobis bistro pakilon xoper ti okle yapit vogas loper tankit dob nop piridon balon desalik kolizon manestir daser toklipad serilon vargazon polikarp pokal za hitro branje dobi kula re bi parv perbarl ot kopa nadobudo dopo podo bodo dobo polo dolo boli foli duli buli kuli suli dorma sola resa duja bon dun pula olita delo ne smrdi siop kolap selon tior yula doxik soldan bolhek rulek riko piko roki ruk borak korak polak rulek kurek pikec mikec sredko s prelko delko z metko oklas dopredin doberdam mredi klapison polkaren gofilar dalin fadeson maresi salon doliker bodon dobir birdon dodofin bolidon vaderib berolan serokin farukol dobernan ali je bil to doberman se dopari jola zoril folas dazi vobider dopax wop loar toker dobil ralop xola sopa bopilen berifik rop sol turikol volakun vodan logon tiros sopra tolo soper opoja dolik kulon buli duli por bor mor dor kor jok pok stok lok tok nok suk tuk luk puk juk ert erp erg erf erd erv ter tor top ton tol ton tor toh tos sil sir sit sin sip sik sid sif sig sih sij sil sir fon for fot fok fox fop fox fot mut mul muk mun mur mut mug muf mus muz mit mir min mif mio mik mil mid mis min mig mir mix miq mim par pat pad pak pas pal paz paw pav paj paf par pax rus rup run ruk rul rub ruj ruh rua rut rux rud rum ruk vop tok dof kos roi tou kot ror loe job vov vox zoz roa res ret rep reo rew ref rek reg red reb rev rec rem ren rea tik tip til tin tim tib tiv tid tis tia tir tik til tir tix tiv tic slo sla sle sli slt slk jok jon jom jof jot jor jow jox jom jos joa jod job oki oke oka okl oks okr dibedorul dobaridel dabiden bedibordin dobradal kadiberod barderobil brodired bordigab berdanil doder daniklom bradikol klobirod berdinas dravasil bandir randi brandi mandi babibum dabilum bodrum donikul rokal bokala dani sesal bratin mamas atar vratal gobak qloveka svetek petekal torekin sredalon sobotala uderika dilo dinka silka redika bedika sedika fedika medika pedika delika qelika selika celika melika zelika delika relika felika telika gelika helika velika melika der dek del dep dew des dea dec def deg deh dej dek del dey deq dem den dev deb ded bed ber bet bed bes bea bez bec bem ben bek bel bex bey beq ber gram rah grad gras graf graj grak gran grac gral graw grak kar kat kab kal kad kas kac kav kam kaz kak lak las lad laf lag lah lan lam lab lax law lar lat lep let lek len les led lef leg leh lej ler let leu lex lem leb lev lez les lea hur huk hup hux hul hum huj huf hud hus hur hue hua huz huc huv trs tre trd trg trh trk trn tra tre tri tro trp trq try trl up uk um un ub uj uk ul uf ur ut us ua ue uv uz ux up op ot or oe os oa od of og oh oj ok ol ox ow om on ob ov oc tu ti to tk th tg tf td te ts ta rad ram ras rat rak ral rag rab ram ran operi zberi preberi odi soyo pokesil radilke yurik soledop ipox vasolik sperikal sosopra qopernik prolesed woldik way izoldar dolsip niaper onisol loy roltak ploya wialista operal dolwek powek golti bodar reprolia

Figure 5: REI method for eliminating dyslexia.

Despite using double symbols, in this learning procedure dyslexics also indirectly learn how to read these texts the normal way, but not in the way Emotion does it. Precisely because of this it is especially important that we do not rush and switch to normal texts too fast. If dyslexic has not practiced enough reading, it may happen that if they switch to normal texts too fast, Emotion will again try to take part in the reading process. This means that after several weeks, these readers will start having difficulties with reading again. One should be aware that using double symbols does not bother the reader at all while reading and so he will not have any problems when switching to normal texts and his reading will get considerably smoother in only a short time. Switching to normal texts works the same way as if a reader without dyslexia came across a text that contained only words in which certain letters were missing. The reader would probably not even notice this because the fact that certain symbols are missing would not prevent him from recognizing the rest of the symbols and consequently the words and the meaning. However, this could also be a temptation for the dyslexic because he could come across a normal text and think he no longer has any problems reading. But this can make him get too excited too fast because his reading may not be sufficiently good yet for Emotion not to start taking part in the reading process again.

This stage lasts several months and is only completed when the reader can read an average of at least 60 words per minute.

6. Reading Nonsense Words

Emotion always has problems with recognizing unknown words and therefore an intermediary stage is envisaged before switching to reading normal texts (that is, texts containing only one type of symbol, or letters): reading nonsense words. Emotion can't connect these words with any picture. To this end, the reader should read the words you can find in Figure **5** every day for one week.

This stage is completed in seven days.

7. Improving Reading of Normal Symbols

Reading is a complex process that we learn for several years until we perfect it to the point that we can gather information from texts completely and without any problems. In this stage, readers will no longer have any problems typical of dyslexia, but due to Emotion's dominance in their character they will nonetheless notice a tendency to recognize certain words as pictures. There is nothing wrong with that and this will not cause any problems because by this stage the readers have already trained their more appropriate mental processor to perform the reading. This processor will only allow them to recognize words as pictures when the word will really be correctly recognized as a picture. This is basically a reading method known as speed reading. In this process, readers who use Reason's method of reading are taught to also use Emotion in reading. Emotion can understand texts faster, but only a limited number of words and with poorer accuracy. For the same reason, reading characters is also faster than reading alphabetical texts, but the learning process is much more demanding and takes more time. The advantage of alphabetical texts is the accurate transfer of information.

CONCLUSION

The author of REI method believes that reading and writing is the right of every person and therefore REI method is free and accessible to anyone. The method is protected by a patent as the author wants to ensure that the use of this method is never exploited for profitable purposes. The fundamentals of REI theory have been abbreviated and adapted to fit the scope of this methods article, however any person wishing to gain a deeper insight and understanding of the REI theory can read more about it in the book [psi] (www.psi-book.com).

CONFLICT OF INTEREST

The author is the CEO and owner of the publishing house that has released the book [psi] which further describes REI theory. The author also owns a patent for the use of this method so to guarantee that it is never exploited for profitable purposes. To further ensure this, the method is being published in an open access journal.

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