

memory

attention

processing

sequencing



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Mia Robinson

Mia Robinson “gets a brain,” and goes from acting out to acting proud.

Many children with learning disabilities have problems that extend beyond their poor reading, math and other academic

skills. Mia Robinson, an 11-year-old fourth-grader at Kalfas Magnet School in Niagara Falls, New York, is a good example.

“I can’t do anything right.” Behind in her language skills and unable to

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Family of Products

properly verbalize her feelings, Mia had developed an unproductive habit of lashing out both verbally and physically at the people around her. As her mother, Mariah Robinson, says, “She was angry and upset and acting out in class because she felt she wasn’t doing anything right. But her low self-esteem was holding her back even further.”

When Mia’s school implemented the *Fast ForWord* learning intervention program, her teachers knew right away they wanted to put her on it. “This could be something she would have total control over and would take her out of the ‘chaos’ for a short time every day. We thought a break from the stress of classroom work would be a good thing,” says Debra Pierce, one of Mia’s *Fast ForWord* coaches.

A brain she can—and does—carry everywhere.

Mia began training on *Fast ForWord* Language 50 minutes a day starting on April 1, 2005. Seven weeks later she was ready to go on

to Language to Reading—the fastest progress she had ever made in such a short period of time. “Mia was very excited when she received her “brain” as a “moving up” gift,” says Debra Pierce. “She carries that brain with her everywhere, even to gym class, and is extremely proud of her accomplishments.”

Mia’s mother noticed a difference very quickly, too. “Her attitude has changed a lot,” says Mariah Robinson. “Especially about wanting to do her schoolwork. She’s motivated to improve herself and move up to the grade level she’s supposed to be at. Plus, she’s picking up books to read without being asked to, which never used to happen before.”

As Mia gains in reading, she loses her anger.

In class, Mia’s teacher reports that she’s more focused and on task, and her reading has jumped an entire grade level in just a few short weeks. But perhaps most important, she’s handling anger issues in a much more positive and less aggressive way. “She’s

beginning to exhibit much more self-control,” says Debra Pierce. “As she feels better about herself and her ability to learn, she’s behaving better.”

As Mia enters fifth grade this fall, her teachers intend to continue her use of *Fast ForWord*. “Their intention is to build her up to fifth grade level in reading and math,” says Mia’s mother. “I know it won’t happen overnight, but with her new attitude about school work, I believe she’s going to do it!”

As for *Fast ForWord*, Mrs. Robinson says, “They need to have it in all the schools. If it’s doing this much for Mia, I think it will work for any child who has any type of a learning problem.”

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reading intervention
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