

# Sharper Minds®

Enhance Mental Performance ♦ Overcome ADD/ADHD and Learning Challenges  
Toll Free: 1-866-HELP-A.D.D. ♦ Fax: 1-866-538-7392 ♦ [www.SharperMindCenters.com](http://www.SharperMindCenters.com)

## Case Studies and Reading Speed Progress Graphs

Learning problems of all types often manifest as **slow reading speed and poor comprehension**. These, along with listening, speech and attention problems are major issues and concerns for many of our clients.

Sharper Minds' goal is to help the individual develop the brain so that it is often **better than normal**, whether it pertains to quickness, hand-eye coordination, athleticism, memory, listening, or reading and comprehension. Improvements in the reading are good indications of the brain's overall development.

Following are some case studies with graphs of the reading speed changes over the last part of the Sharper Minds program. These students' ages ranged from 7 to 59. Compare these to the reading speeds which typically put a student in the top 25<sup>th</sup> percentile of his or her public school grade level. Data was derived from the Wechsler Individual Achievement Test for Reading; "wpm" is words per minute.

As the reading exercise comes *after* completing a foundational set of brain training exercises, each student had already made progress in their reading capabilities. As the student progresses through the exercises, often the reading materials are changed to higher grade level materials which lower the speed temporarily contributing to the saw-tooth patterns one will see in some of the graphs.

Usually students see a 2x, 3x or 4x improvement in reading speed, but 8-10x's improvement is not unusual, This is very substantial for a formerly dyslexic person and is much **better than normal**.

While these graphs are quite typical of the results our program graduates see, as every student is unique, your student's results will vary depending on their situation and persistence in doing the exercises. The results you get out of the program will depend on what you put into it.

Our intent is to give you hope based upon **real** results.

### Sharper Minds®

BBB rated A+ North Central Texas

<https://www.bbb.org/central-texas/business-reviews/educational-consultants/sharper-minds-in-burleson-tx-163748306>

BBB rated A+ 1999-2009 in Oregon/Western Washington

[www.SharperMindCenters.com](http://www.SharperMindCenters.com)

End of Grade Level	~Age at End of School Year	Reading speed top 25th percentile
1	7	111 wpm
2	8	107 wpm
3	9	141 wpm
4	10	157 wpm
5	11	170 wpm
6	12	197 wpm
7	13	182 wpm
8	14	197 wpm
9	15	195 wpm
10	16	196 wpm
11	17	219 wpm
12	18	229 wpm
13	19	212 wpm
14	20	238 wpm
15	21	241 wpm
16	22	242 wpm

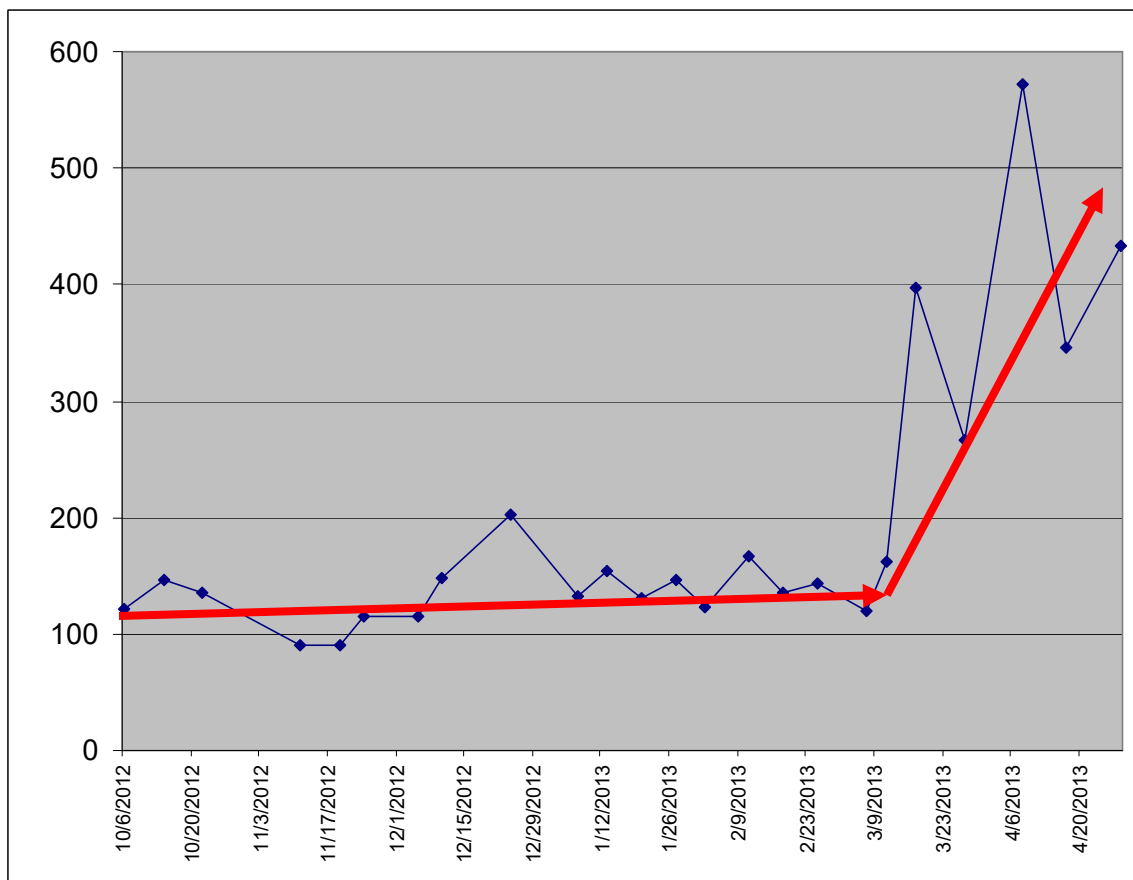


## A 7-Year-Old Boy's Reading Progress Graph (TK)

TK was a 7-year-old that was struggling with focus, sports, spelling, reading speed and comprehension. He had received quite a bit of help with reading and comprehension from a tutor who specialized in dyslexia. However, TK remained very distractible. Redirecting his attention span was helpful but needing to do so might occur 4-5 times during the reading of one story by his teacher. In spite of this earlier help, his reading was still fairly slow.

At the time TK started the reading exercise portion of the Sharper Minds program, he was reading 122 words a minute out loud in the normal reading position. He increased from there to a solid 350 wpm silent (even hitting 572 wpm peak) and no longer had issues with attention or focus.

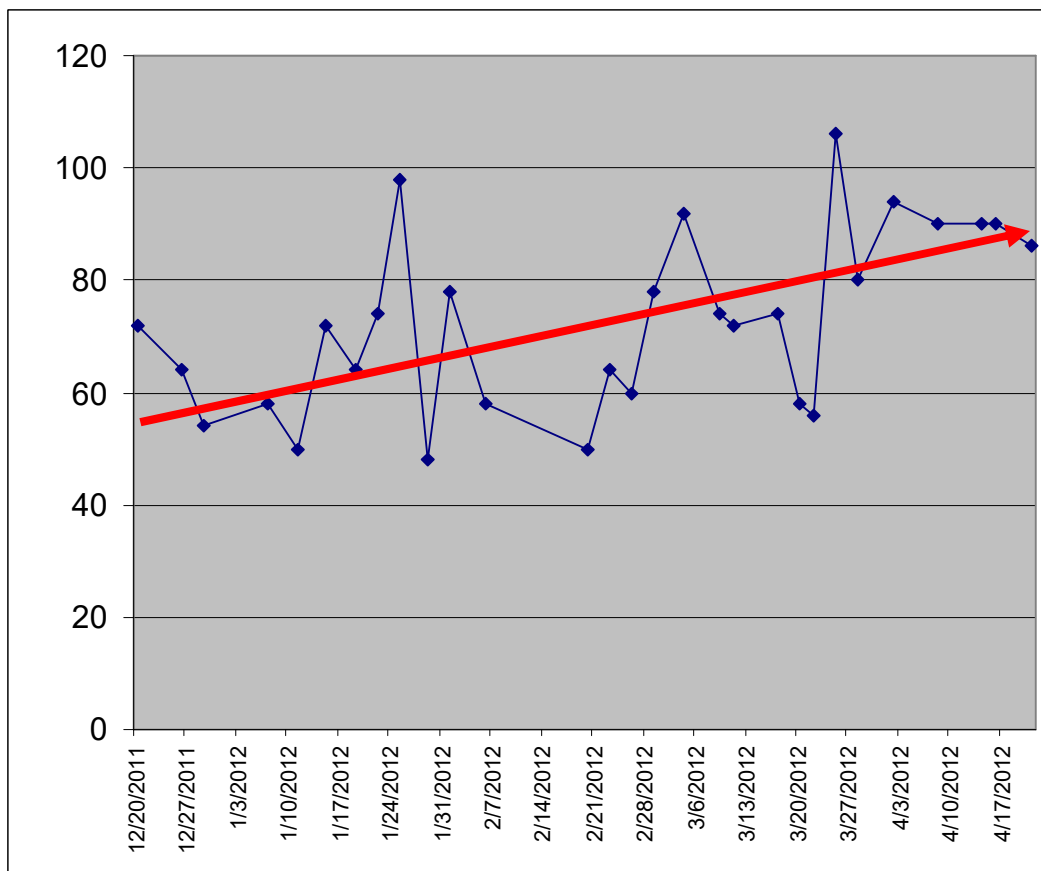
When TK was retested 4+ years later when he was 12 years old in 6<sup>th</sup> grade (at his mom's request), he was found to be reading at the 88% percentile for his grade level, achieving a comprehension score similar to what someone at the 9.9 grade level would achieve. His overall memory score had jumped from an 11 (low average) before the program and was at a 20 (high average) at the retest.



The straight red lines are trend lines. Where there are two lines, the first is generally for reading out loud and the second steeper line is for reading silently.

## An 8-Year-Old Boy's Reading Progress Graph (MC - with developmental delays)

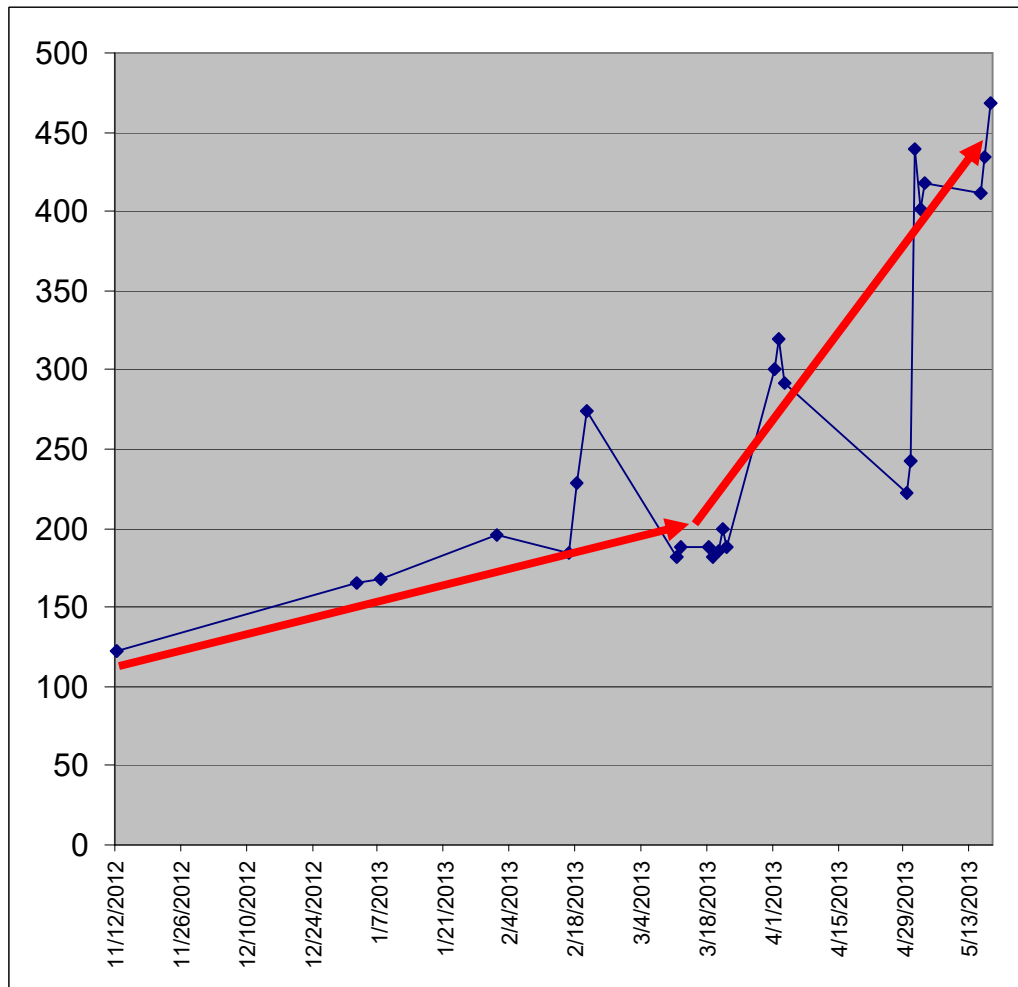
MC was tested at University of California Davis at their Mind Institute. He was diagnosed as having ADHD and put on medications. The family was not comfortable with that as it suppressed his appetite. MC had also been recently diagnosed with mild ataxia, an issue with muscular development. He also had high bilirubin/jaundice at birth indicating an underdeveloped infantile liver. The family tried him on a gluten-free and casein free diet and tested him for heavy metals. He also had a sibling with autism. Sharper Minds' doctor's testing indicated that MC had developmental delays. As expected, progress with MC was slower than usual through the Sharper Minds program, but progress was made. At the time MC began the reading exercises, his reading rate fluctuated between 50-70 words per minute out loud. At the time MC completed the program, he was reading above 80 wpm out loud with more difficult reading material. The ups and downs of the graph level reflect in part changes in the difficulty of the reading materials. There were a number of variables as to why the family got the results they did including dietary and consistency issues. We learned from the experience, improved our expertise and knowledge in these areas and ask families with autistic or developmentally delayed children to have reasonable expectations as to what might be achieved through the program.



## A 9-Year-Old Boy's Reading Progress Graph (TR)

TR was a 9-year-old boy in 3<sup>rd</sup> grade, struggling with reading and comprehension. He also had coordination issues. He had been born with a bone anomaly, which had been resolved surgically. TR had been evaluated and diagnosed with a form of dyslexia by another testing agency. The mother also felt he had ADHD symptoms and was looking for some accommodations from the school system. The family enrolled TR and his brother into the Sharper Minds program. In spite of some health challenges including a broken arm, TR completed the program with great results.

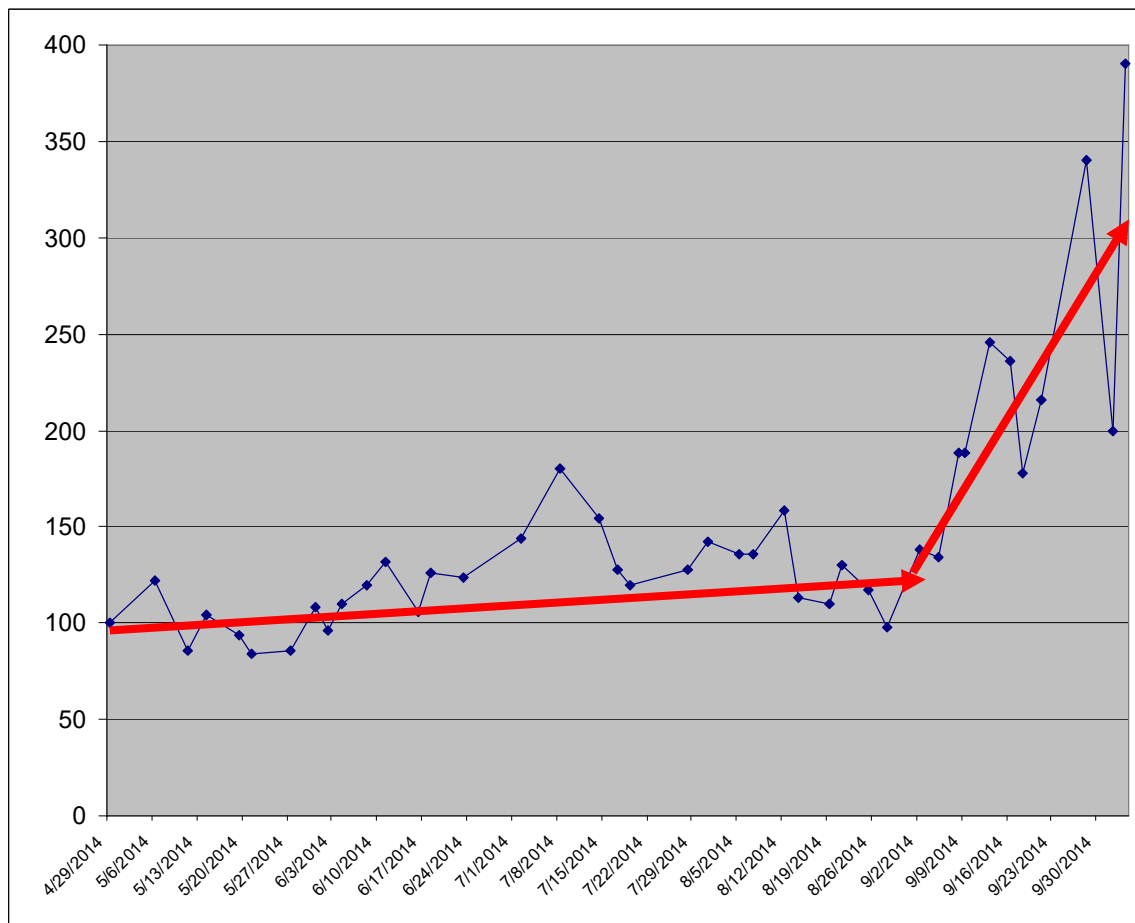
At the time TR started the reading exercise portion of the program, he was reading 122 words a minute out loud in the normal reading position. He increased from there to a solid 400 wpm silent (468 wpm peak) and no longer had issues with attention or focus.



## A 9-Year-Old Autistic Boy's Reading Progress Graph (BB)

BB was diagnosed with a high functioning autistic spectrum disorder (Asperger's) when he was young. At 10 years old, he still struggled with impulsivity, self-control and a very low attention span. Whether with reading or verbal instructions, he did poorly. He struggled greatly in school and his teachers were frustrated. The family had done several other therapies and special services for him before bringing him to Sharper Minds.

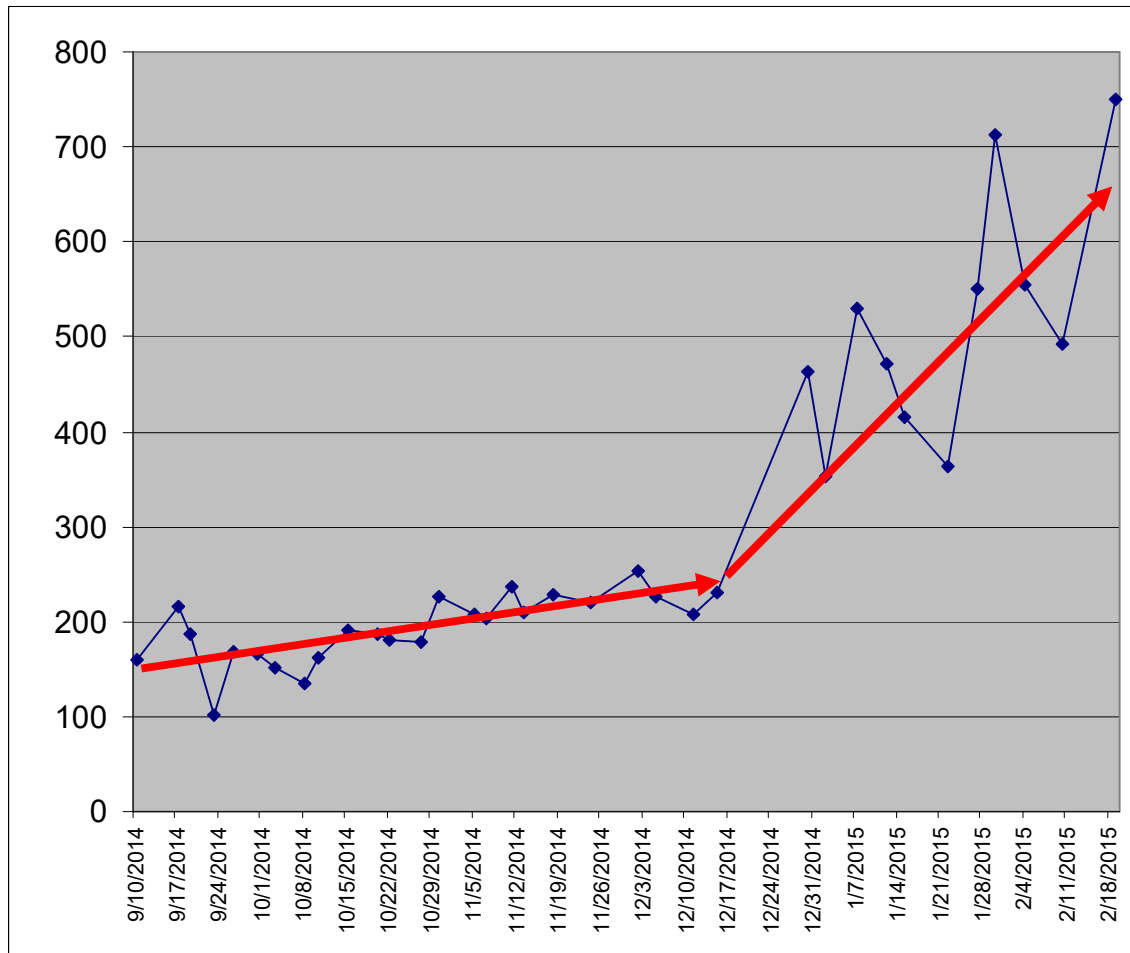
At the time BB started the reading exercise portion of the program, he was reading 100 words a minute out loud in the normal reading position. He increased from there to a solid 250 wpm silent (390 wpm peak). His academics, attention and focus abilities had greatly improved.



## A 9-Year-Old Girl's Reading Progress Graph (GO)

GO appeared to be doing well in her homeschooling sessions. But she had a brother two years older than her who struggled in a variety of areas including reading comprehension. She did the Sharper Minds program along with her brother (see his case study later in this document).

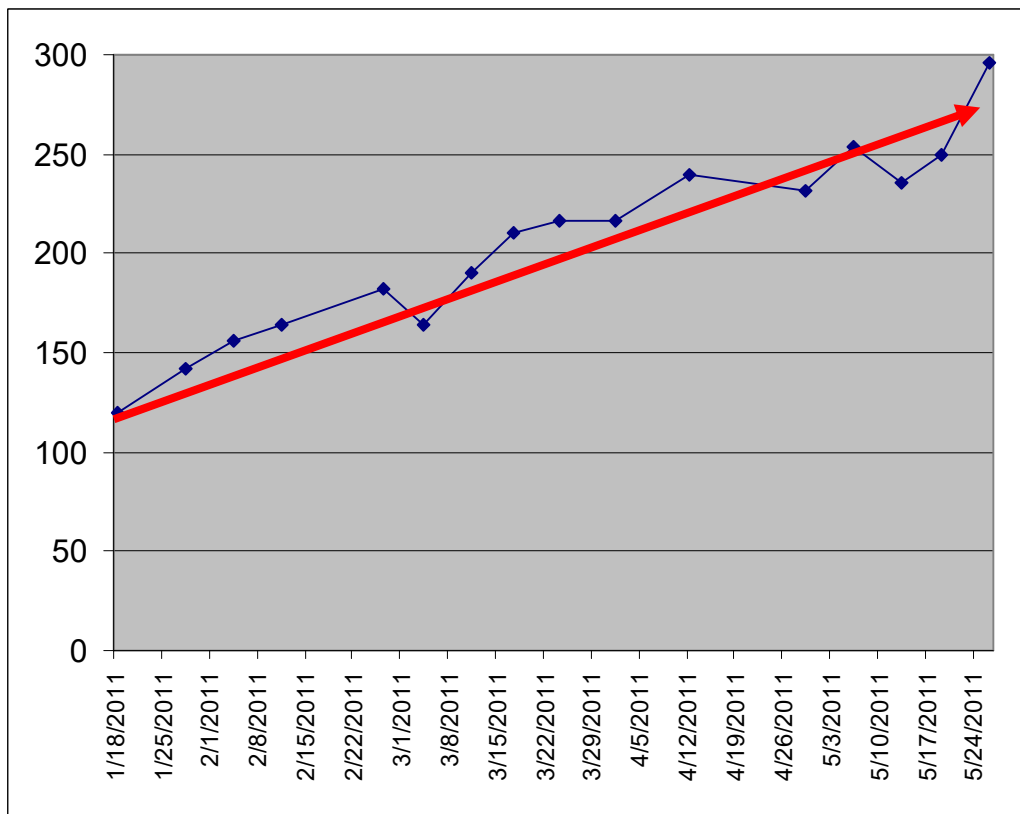
At the time they started the reading exercise portion of the program, she was reading 160 words a minute out loud. She increased from there to a solid 400+ wpm silent (750 wpm peak), and continues to excel in school.



## A 10-Year-Old Boy's Reading Progress Graph (JD)

While JD was quiet and attentive in class, he struggled academically. The family would spend 2-3 hours every night assisting him with his schoolwork. He became increasingly disinterested in school losing confidence and self-esteem as he fell behind his classmates. Eventually he was put on medications only to find that he then had to deal with nausea, appetite suppression and weight loss, in addition to the medication-induced lethargy and depression when the dosage was increased along with mediocre results. As the family progressed through the Sharper Minds program, his report cards began showing “above average +” instead of “poor.” “Near the end of the school year his reading was tested by the paraeducator who had tested him at the beginning of the school year. JD had improved so greatly that she had him do the test again because she couldn't believe the score.”<sup>1</sup> JD began to excel at baseball and for the baseball season in which he completed the program, JD “pitched and batted his way into the Tournament of Champions (All Stars) for his age group. His season batting average, including the post-season tournament, was .664. His season-long pitching was consistent and amazingly effective.” In the final game of the season he threw 44 strikes in 49 pitches, striking out 10 batters and was named MVP of the game. What a change!

At the time JD started the reading exercise portion of the program, he was reading around 120 words a minute out loud in the normal reading position. He increased from there to a solid 220 wpm reading out loud (296 wpm peak), which is about 400 wpm silent reading.

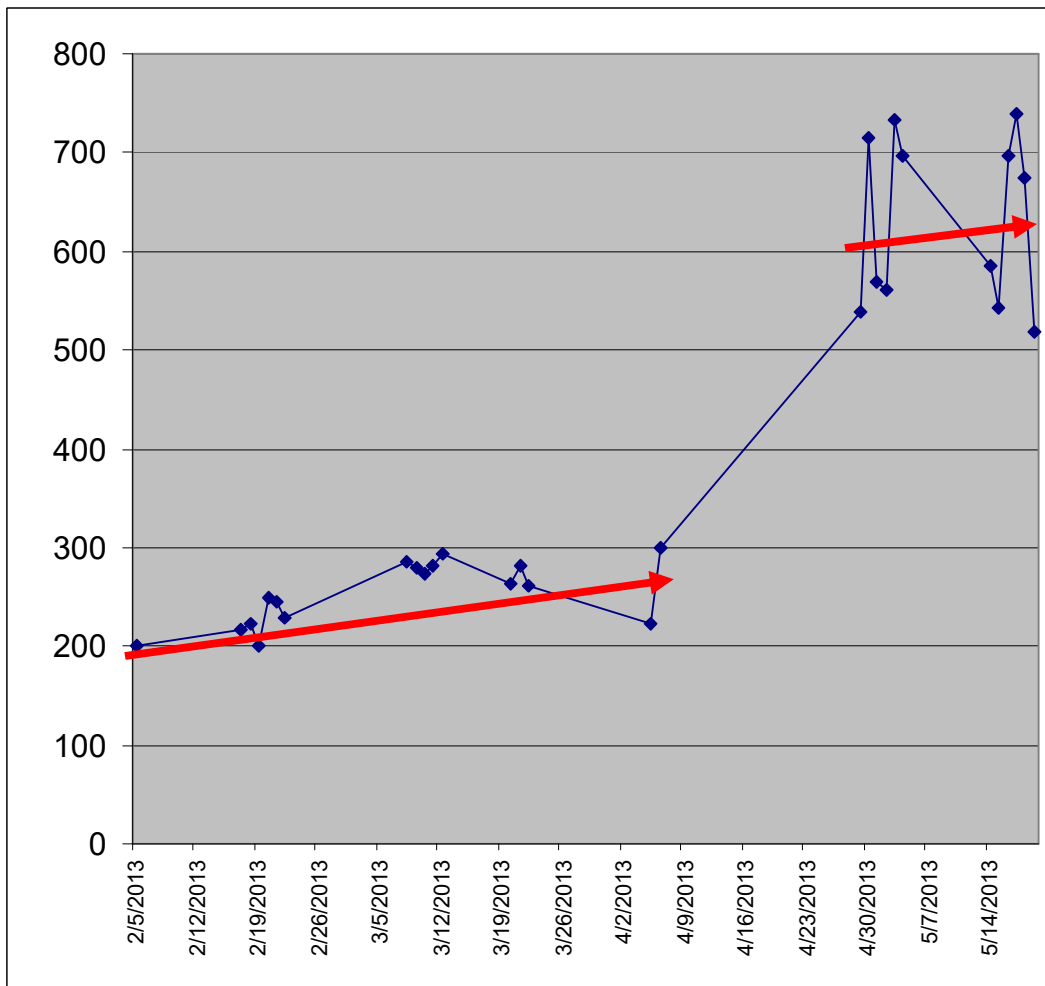


<sup>1</sup> Quotations are from a testimonial letter written by JD's grandmother to Sharper Minds sharing their experience and results with the program. She was the family member who did the program with JD.

## A 10-Year-Old Boy's Reading Progress Graph (JR)

While JR didn't have any learning issues *per se*, as his mother didn't want to "single out" his struggling brother, JR also participated in the Sharper Minds program and gained a number of benefits. Not only did his reading speed, comprehension and academics improve, he also became a stellar football player on his elementary school team in Oregon. In fact, his football team placed third in a nation-wide elementary school football tournament in Florida. Their third place finish was especially noteworthy as his team was placed in a category competing against an older group of students (due to the size of his team's players).

At the time JR started the reading exercise portion of the program, he was reading around 200 words a minute out loud in the normal reading position. He increased from there to a solid 550 wpm silent (740 wpm peak).

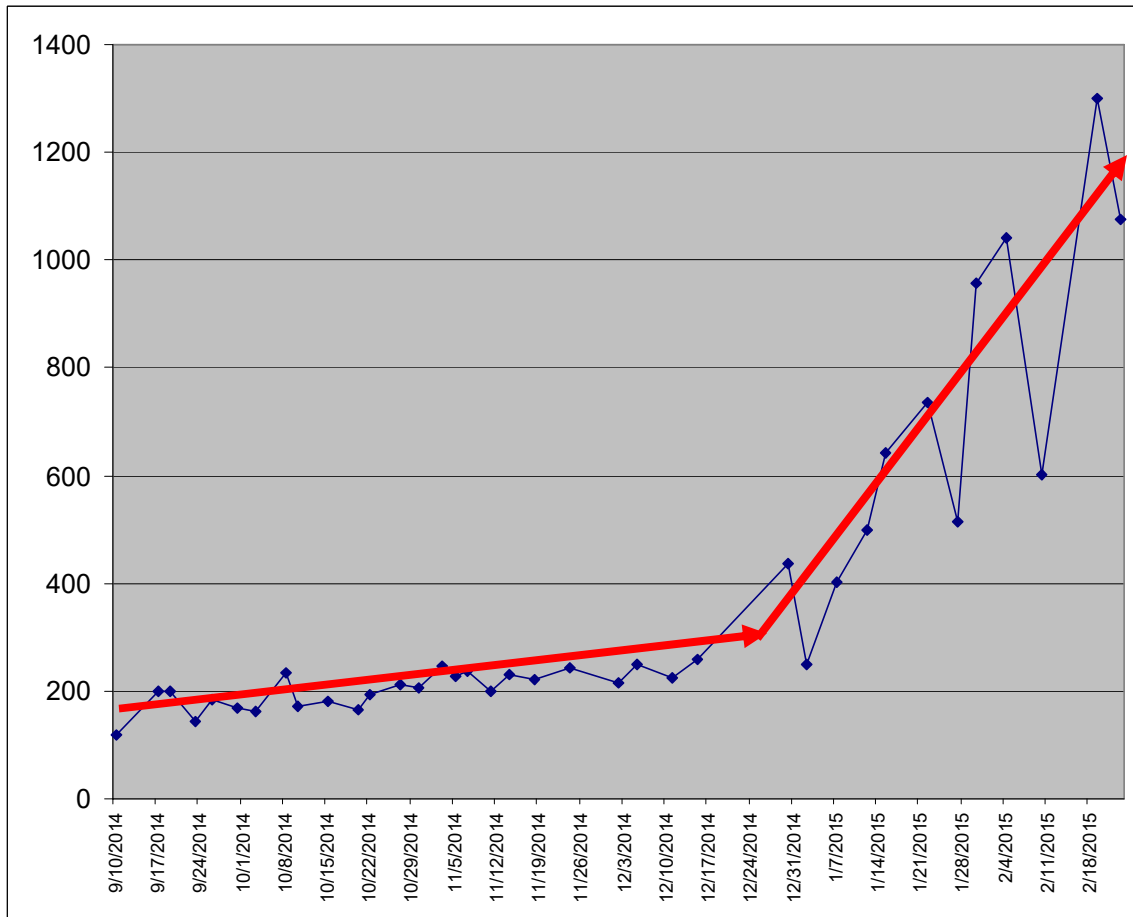




## A 10-Year-Old Boy's Reading Progress Graph (SO)

SO was a 10-year-old homeschooled boy (and the earlier GO's brother). He had a hard time concentrating and skipped a lot of details. When he read out loud, he would skip small words and miss details in words, guessing frequently as to what the words were. He was a very poor speller, hated writing and would frequently reverse letter pairs within words. He had trouble with memory and when copying materials from the whiteboard, he would copy only one letter at a time. He had trouble with ocular motor dysfunction and his eyes had a hard time tracking and converging together. By the end of the Sharper Minds program, his eye convergence problem had resolved, his coordination greatly improved, and he could recognize and remember small details very quickly.

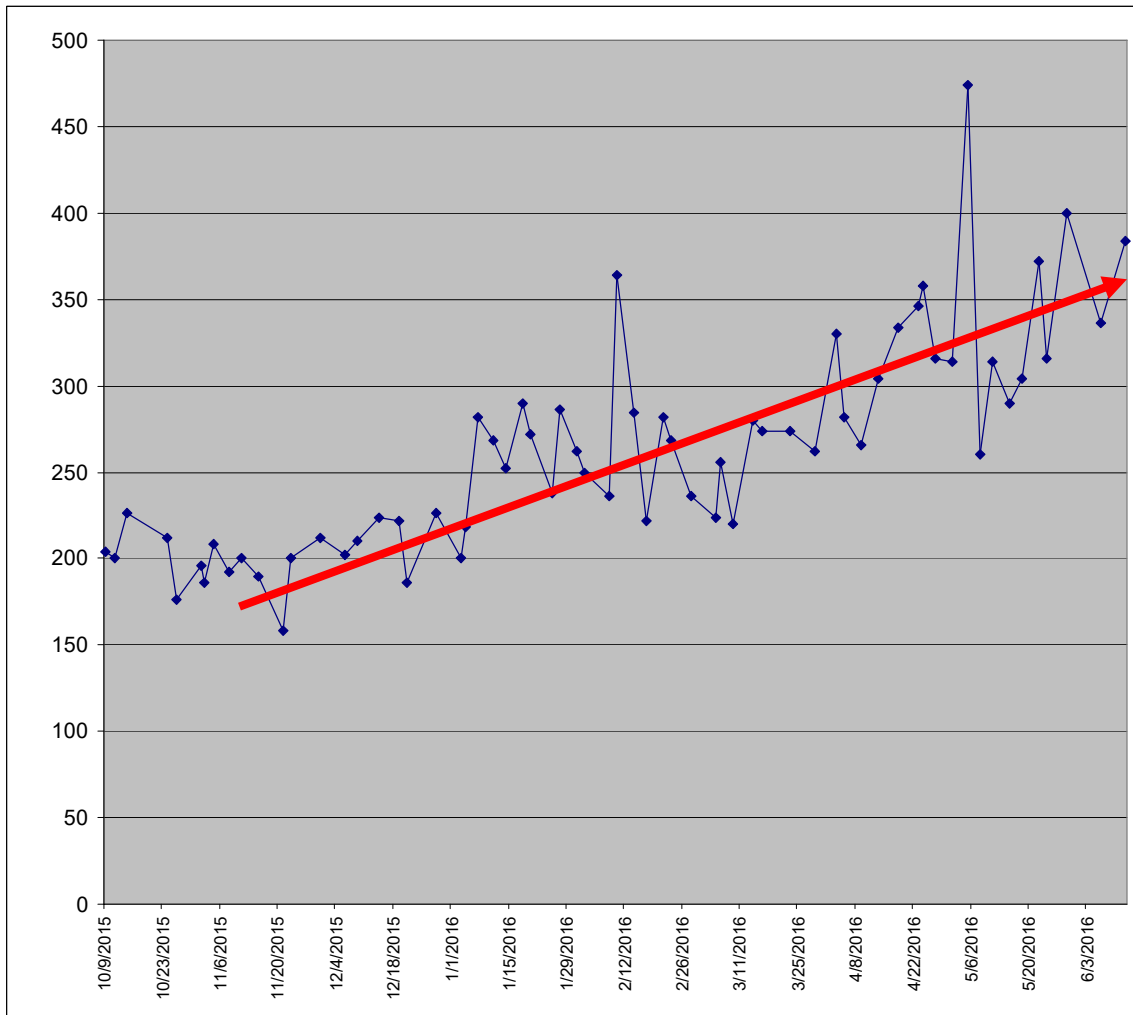
At the time he started the reading exercise portion of the program, he was reading 120 words a minute out loud in the normal reading position. He increased from there to a solid 900 wpm silent (1300 wpm peak), and his academic issues were resolved.



## A 16-Year-Old Male's Reading Progress Graph (ER)

ER was a 16-year-old young man in 10<sup>th</sup> grade. He had been diagnosed with depression and placed on several medications which resulted in weight gain and lost motivation (processing disorders often result in depression and anxiety). He disliked schoolwork and struggled with very poor handwriting. ER's family, including his brother, enrolled in the Sharper Minds program. By its completion, ER was no longer depressed, the family heard him laughing a lot more, interacting with other young people his age and doing more things outside. His grades had markedly improved and he was passing the classes needed for graduation. His handwriting also markedly improved, both in printing and cursive.

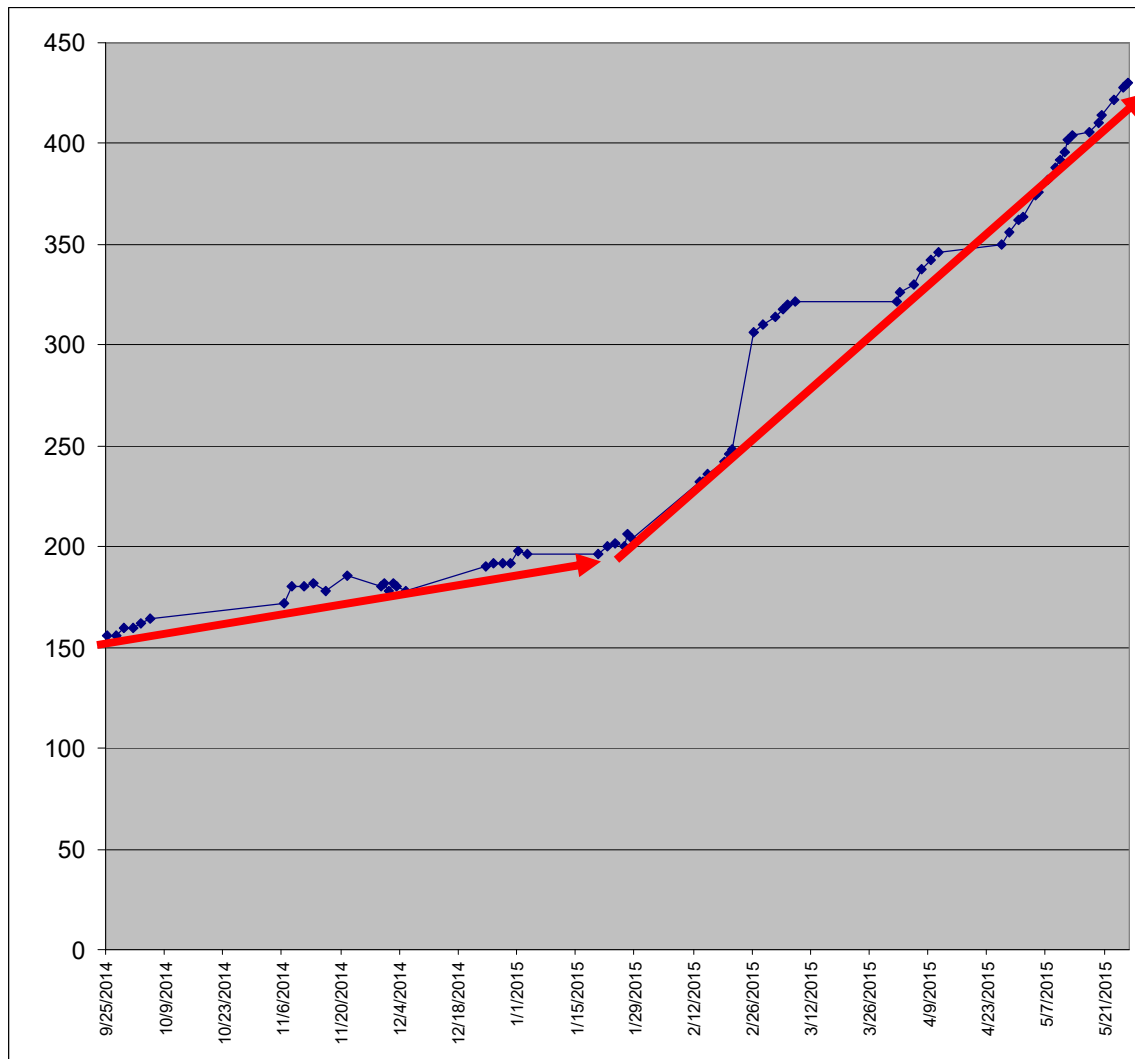
At the time ER started the reading exercise portion of the program, he was reading between 175-200 words a minute out loud in the normal reading position. He increased from there to a solid 300+ wpm silent (400 wpm peak – not including the 474 wpm spike).



## A 17-Year-Old Male's Reading Progress Graph (KD)

KD was a 17-year-old senior high school student that struggled with academics including reading, physics, and geometry as well as motivation. Growing up, several teachers had suggested that he be put on medications for ADHD. He would neglect to turn in his homework and was failing a number of his classes. He was often truant from school and subsequently was called before a judge. Whether or not he would graduate from school was a real concern. In spite of the fact that he ended up doing the Sharper Minds program without any familial support, he still achieved great results. With good mentorship and improved capability, KD did well in his classes, and was successfully able to graduate from high school, which his Sharper Minds trainer attended, sitting with his family.

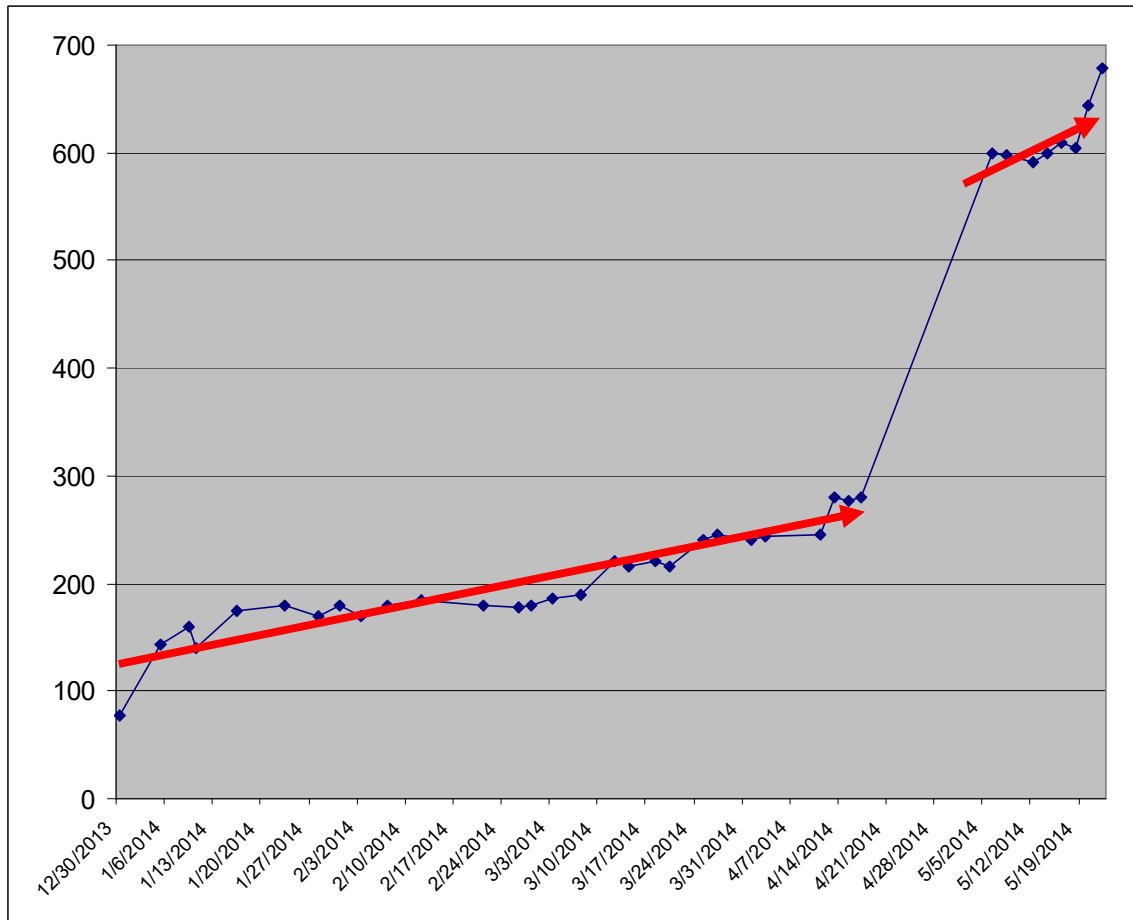
At the time KD started the reading exercise portion of the program, he was reading 145 words a minute out loud in the normal reading position. He increased from there to a solid 425 wpm silent (428 wpm peak).



## A 20-Year-Old Male's Reading Progress Graph (CR)

In spite of his mother being on bed rest for number of months due to premature labor, CR and his twin brother were born several months premature. His twin brother died shortly after birth. So CR had a rough start on life. CR had some crossed-eye issues for which eye surgery was helpful. CR dealt with cognitive issues growing up, barely graduating from high school (struggling to make Ds and Cs in everything beginning in 9th grade) and struggled with college classes being only able to take one class a quarter. CR struggled with taking tests and due to coordination and visual perceptual issues, he still did not have his driver's license at 20 years old in spite of having taken the written test five times and the driving test three times. Testing by a psychologist showed that he was ADHD, inattentive type. However from our experience, this is usually misdiagnosed dyslexia, a lack of proper left-brain development, especially in CR's case, that of the visual dyslexia due to his former visual input problems. CR made great progress in the Sharper Minds program becoming quite coordinated, a great speller and a very fast reader. A recent FaceBook message from him indicated that he had found a job, was gearing up for continuing college and was close to completing his coursework.

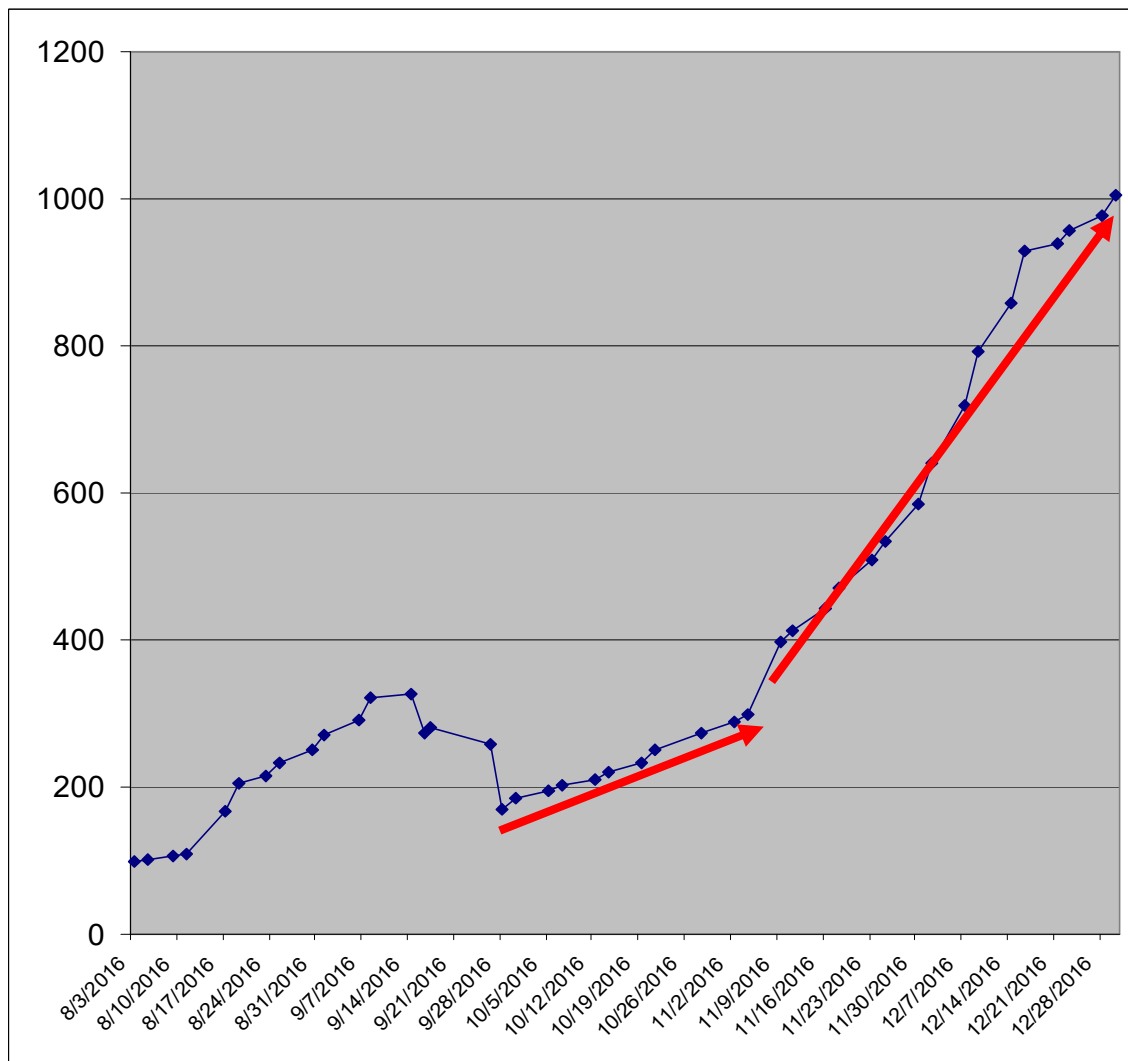
At the time CR started the reading exercise portion of the program, he was reading 78 words a minute out loud in the normal reading position. He increased from there to a solid 600 wpm silent (678 wpm peak) and no longer had issues with coordination or focus.



## A 20-Year-Old Female's Reading Progress Graph (SP)

SP was a 20-year-old college student who struggled in college and was referred to us by their Learning Resources Department. She struggled in all of her classes and subsequently needed to drop out. The family enrolled SP in the Sharper Minds program. In spite of the fact that she had to do the program without any assistance from her family, she got great results and her learning issues were resolved. She is back at college, and according to the head of the learning resources department, SP is doing well in her classes without any need for accommodations.

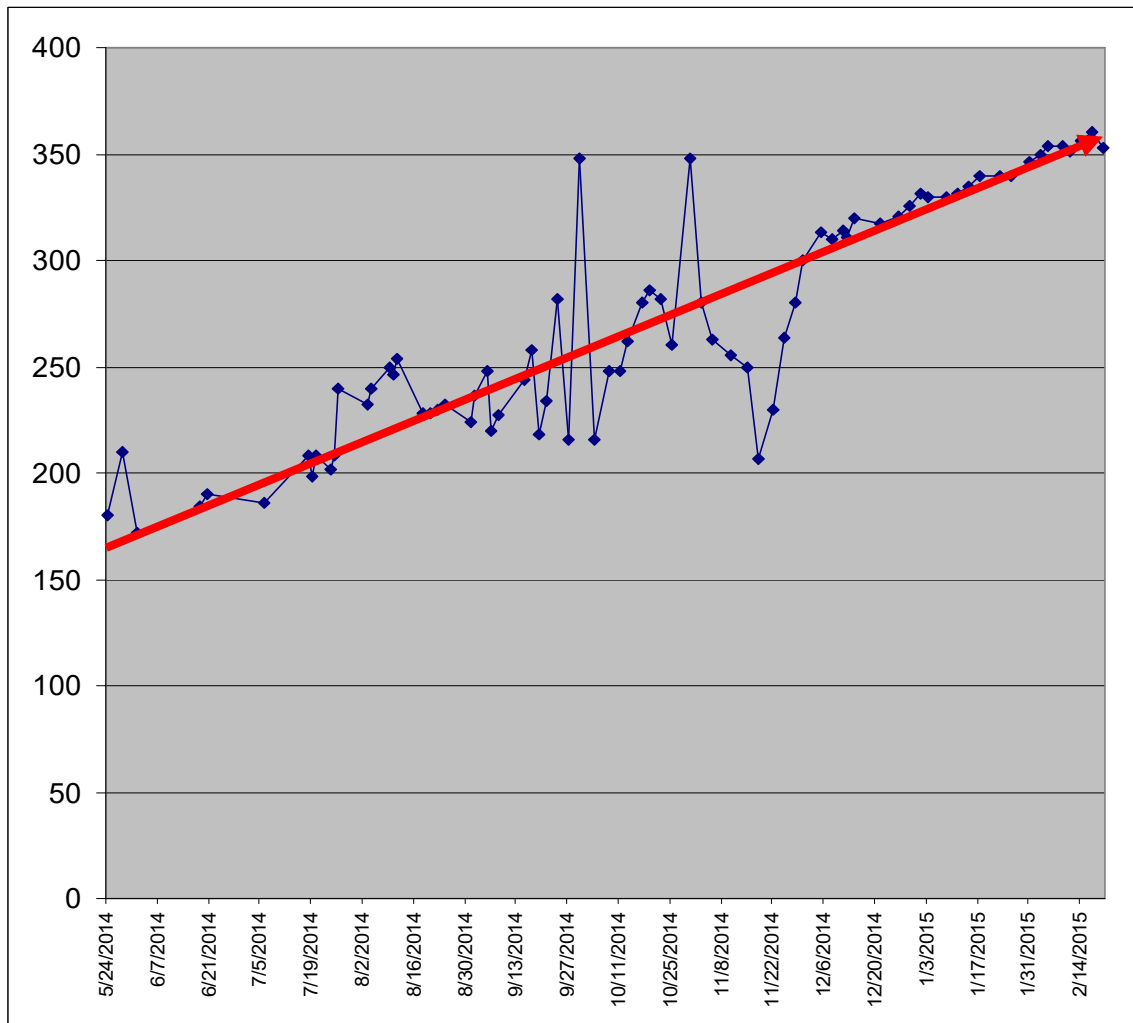
At the time SP started the reading exercise portion of the program, she was reading 98 words a minute out loud in the normal reading position with middle school level reading materials. As she improved, the reading difficulty was increased to a high school and then college level (the dip in reading speed in the graph). She increased her reading speed to over 900+ wpm silent with good comprehension (peak 1004 wpm).



## A 21-Year-Old Female's Reading Progress Graph (JP)

JP was a 21-year-old college student who struggled at a junior college. Besides stuttering at an early age, she struggled with reading, writing, letter and number reversals and academics in general. Her teachers thought she was dyslexic and she was tested in second grade. In spite of being held back a year and receiving tutoring services for a number of years, she struggled with basic academics. Even with just a few junior college courses, she couldn't make it past them, even trying different techniques. While she enjoyed working with children and they gravitated towards her, she needed a degree to move up in her chosen field of early childhood education. The family enrolled JP in the Sharper Minds program. In spite of the fact that she had to do the program without any assistance from her family, she got great results and her learning issues were resolved.

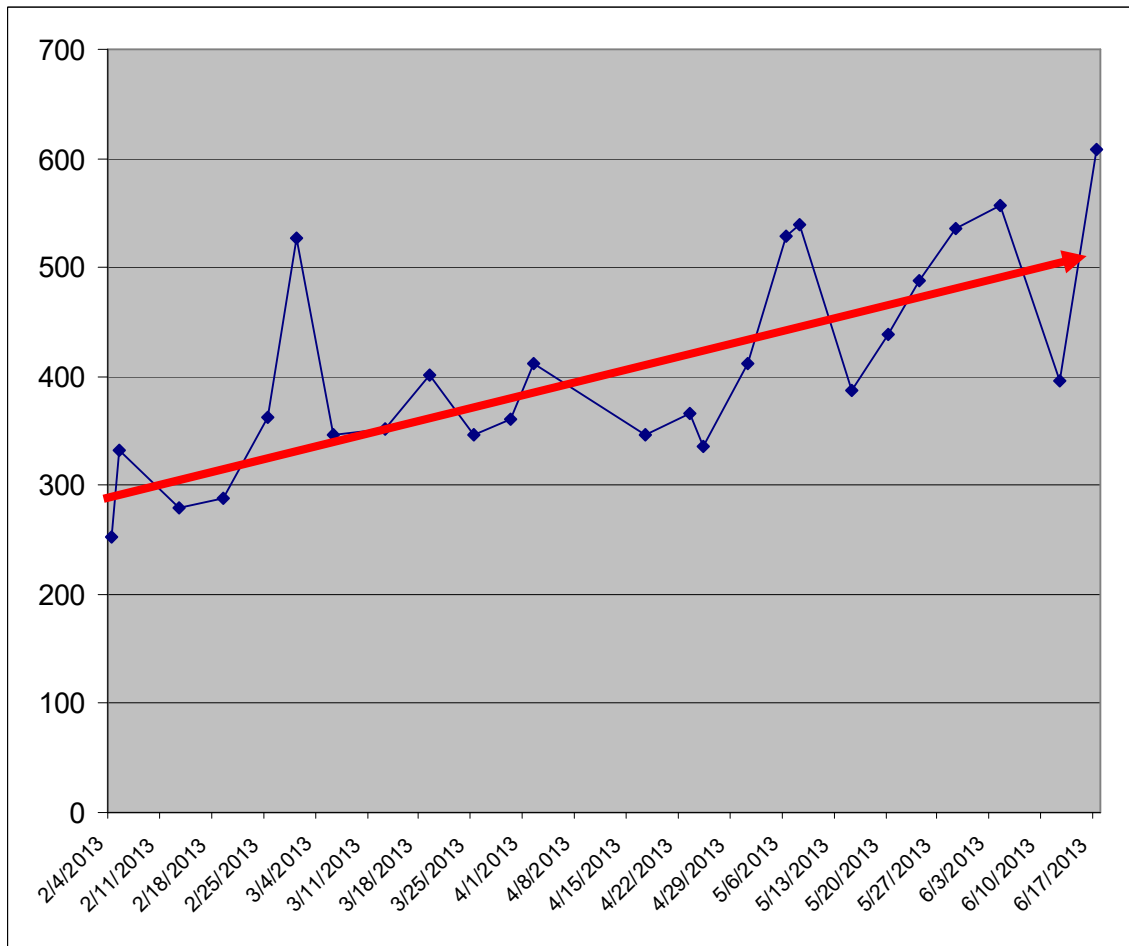
At the time JP started the reading exercise portion of the program, she was reading 180 words a minute out loud in the normal reading position. She increased from there to a solid 330 wpm silent (360 wpm peak) with good comprehension.



## A 55-Year-Old Female's Reading Progress Graph (RB)

DB, a pastor and delivery driver had struggled with dyslexia and reading his entire life. He was concerned his children would also have similar issues. He and his wife RB enrolled their entire family in the program and most completed it, with the mother achieving the greatest gains.

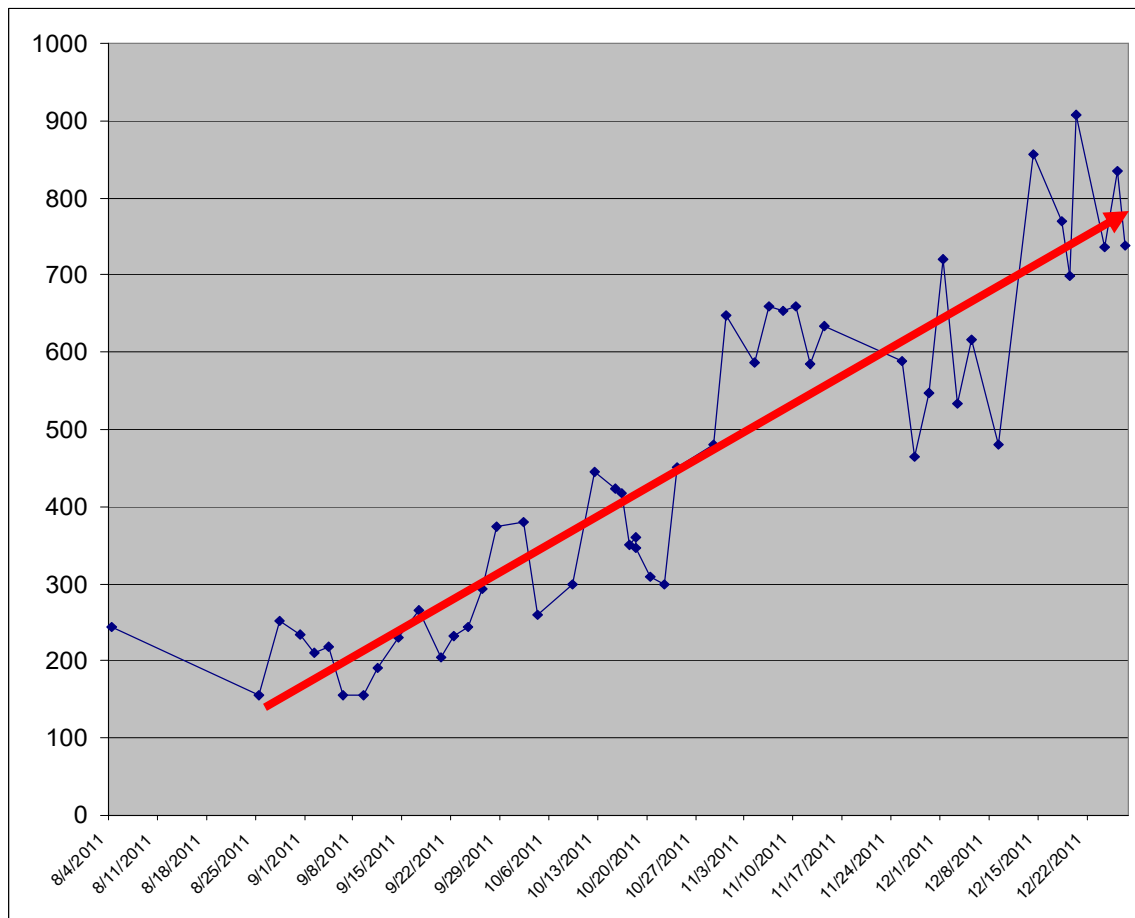
At the time RB started the reading exercise portion of the program, she was reading around 250 words a minute out loud in the normal reading position. She increased from there to a solid 450 wpm silent (608 wpm peak) with good comprehension. Her children who completed the program achieved solid reading rates ranging from 200-275 wpm, well into the top 25<sup>th</sup> percentile for their grade levels.



## A 59-Year-Old Female's Reading Progress Graph (PB)

Before PB began the program, she noted that she was physically clumsy and inept, had communication difficulties, auditory discrimination difficulties, speech hesitations, word-finding problems, was inordinately quiet (interpreted as social ineptness and isolation), dyslexia and other processing difficulties. She had been called twice before her nursing supervisor for work-related issues and was greatly concerned about losing her job. At the time she completed the Sharper Minds program, her reading speed and comprehension had vastly improved, along with her ability to mentally process information quickly and think more accurately. Her speech fluency, thinking of the right words to say, pronunciation, as well as her memory and attention to detail had markedly improved. As a result, her communication skills and even leadership on the job had improved to the point of where she was being used as a charge nurse/leader and being asked to be a preceptor for new nurses.

At the time PB started the reading exercise portion of the program, she was reading between 156 and 240 words a minute out loud in the normal reading position. She increased from there to a solid 800 wpm silent (908 wpm peak normal, 1018 wpm peak slightly rotated) with good comprehension.





## Wrap Up

We trust that this sampling of case studies has been encouraging to you, that somewhere among these students, there was a case that echoed your situation.

As long as someone does what it takes to complete the program, the results will be there for them. What will yours look like?

The program is not difficult to understand, and can be administered to multiple children in one family. We have had families with 5 and 6 children doing the program, usually built into a home schooling program. But whether you have one child that you are concerned about, or 6 children, as long as you have persistence and consistency in working through the exercises (and we will shepherd you on your entire journey), the improvements will be there.

Your struggling children will in the long run appreciate your investment of time and money into them. If you are considering the program as an adult, you will see major improvements in mental and work performance.

To get started, call us at 1-866-HELP-A.D.D. or 1-866-435-7233. We look forward to chatting with you.