



# Solutions

RESTORED HOPE  
REMEDIAL SERVICES

Volume 2, Issue 1

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**Coming next issue:**  
**Focus on Reading**

RESTORED HOPE REMEDIAL SERVICES is a 501(c)3 organization. Donations are tax deductible.

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## Grand Opening/Open House

Saturday, April 5, 1-5 pm

**Grand Prize  
Drawing**

*You are invited  
to visit our newly remodeled facility*

**Food  
Prizes**

*Register to win*

**The Brain Fitness Program™**

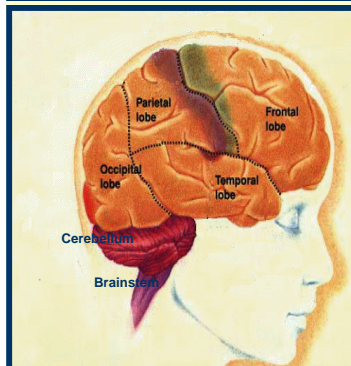
*by Posit Science*

Innovations  
for education

Program  
demonstrations

Success  
Stories

*Find out what RESTORED HOPE REMEDIAL SERVICES is all about!*



## What is “Brain Processing”? How it is linked to learning difficulties.

The media makes frequent references to “brain processing”, especially when referring to learning. It is often assumed that the reader understands what is meant by the term. This is not always true.

When we refer to brain processing, we usually are talking about what is technically called “perceptual processing”—that is, what happens to information after it leaves the sense organs, but before being used in reasoning and thinking. Information leaves the sense organs as an electrical signal. The brain has to interpret that signal. If the signal is not interpreted correctly, the information it is intended to convey gets garbled, and reasoning with that information becomes very difficult. (cont'd on page 2)

**To sign up for a free consultation  
call 816-254-9785 or come to our  
Grand Opening/Open House.**



*RESTORED HOPE* offers all programs described in our *Solutions* newsletter.

## Two Stories of Success

*She told her dad, “The words on the pages don’t have any meaning.”*

**Sarah\*** was failing one high school class, and was struggling with hours of nightly homework in others. She read and reread her textbooks, but couldn’t understand what they meant. She told her dad that “the words just don’t have any meaning.” She wanted to drop out of school.

Testing showed that Sarah could read college-level text with little or no difficulty, but comprehended at a 2nd grade level. After 8 months in the Visualizing and Verbalizing program, Sarah’s comprehension skills rose from 2nd grade to 9th grade. She went on to graduate from high school, and is currently enrolled in a nearby state university where she made the Dean’s List.

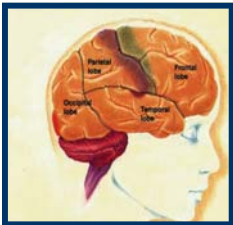
When **Hannah\*** came to *RESTORED HOPE*, she was working a year below grade level in her phonetic word attack skills, she was experiencing visual perceptual problems, and had severe difficulty with spelling and memorization. She was 8 years old.

Testing showed she needed Scotopic Sensitivity/Irlen Syndrome filters in her glasses. She was referred to Dr. Cathryn Hay in Wichita, Kansas, where she received extensive testing and was prescribed the proper filters.

After 4 months in the LIPS and Seeing Stars programs, Hannah scored significantly above grade level in school-administered state-required reading tests, showed a dramatic improvement in spelling test scores and her spelling also improved in all her written work. She began to enjoy reading independently—family members were amazed by her rapid increase in reading ability.

\*Names changed

### F.Y.I. What is Brain Processing? How it is linked to learning difficulties.



(continued from page 1) The effect of information being garbled can be illustrated with a simple example. Consider a person standing at a bus stop, trying to read a newspaper while waiting for the bus. What if the wind is blowing and the pages are constantly moving? What if it is starting to rain, and the drops of water are causing the ink to run together? What if the bright sun is glaring off the white page? What if a too-friendly bird manages to target the newspaper with a passing deposit? If any of these factors are in play, the ability to understand the content of the pages is affected. There is nothing wrong with one’s reasoning ability—it’s just that the

information is garbled.

In the above example, the problems are taking place in the external world, and can be corrected simply by going inside. But what if the information is being garbled within the brain? The brain has an awesome job to do. The signal from the sense organs must travel to the part(s) of the brain that interprets that particular sense—hearing, seeing, touch, smell, etc. There the brain identifies and interprets the data; it decides what that signal represents in the real world, and where and when it is occurring. If any data is missing or corrupted, the brain tries to compensate for this. It keeps the signal separate from other incoming signals while at the same time deciding how this data relates to other data. It compares and relates the data to other information in memory, assigns meaning to it, and integrates this information with input from the other senses to get the “whole picture” of what is happening. It must do all of this almost instantly, and be ready for the next incoming signals.

All of these rapid-fire activities must be done accurately before reasoning can continue. If the brain doesn’t do its job accurately, the ability to reason with that information is affected. Much of what *RESTORED HOPE* does is related to correcting brain processing problems. The programs we work with train the brain to process information accurately and quickly. When processing is done successfully, the brain is able to better reason with that information.



## PACE —maximizing study and learning skills

Jon\* had an IQ of 130+, in the superior to genius range. He had excellent grades, but his father was concerned because he spent 3-4 hours daily on his homework. Jon was started in the PACE program (Processing and Cognitive Enhancement) to increase his study efficiency. After about one month of PACE intervention, his father was asked, “Do you see any difference in Jon?” His response was, “It’s like the difference between night and day. It’s like he’s now firing on all cylinders!”

Effective learning requires the efficient use of many underlying skills, including visual and auditory processing, selective and divided attention, visual and auditory working memory, visualization, and auditory analysis. In order for these skills to be useful in academic tasks they must be used accurately, efficiently, and quickly; otherwise, academic work will be slow, frustrating, and inaccurate. A student may understand the work to be done, but often performs poorly or slowly because certain skills are unreliable.

PACE was developed to improve academic performance by increasing the fluency and efficiency of underlying learning skills and by integrating those skills with each

other. PACE providers first test students to determine how well developed and how efficient these underlying skills are. If they are found to be deficient, the skills are taught in small steps. As skills are mastered, other increasingly complicated tasks and distractors are carefully added. Challenging skills in this way forces them to become automatic in order for the student to continue to do them successfully. (This step also provides a side-benefit—training the student’s attention and concentration.)

Students who go through PACE procedures frequently find that both classroom learning and completion of academic work become faster and easier. Many find great satisfaction in being able to do schoolwork well and easily, often for the first time in their lives.

Because it is built around processing efficiency rather than academic achievements, PACE can be used for all students, from mentally handicapped to gifted, to step up their learning capabilities and thus become “the best that they can be.”

For students who are inefficient learners, there is *HOPE*.

\*name changed

### FROM OUR DIRECTOR’S DESK



Ken Schmidt

I would like to extend a **special invitation** to all of you to attend our Grand Opening/Open House on Saturday, April 5, from 1- 5 p.m. We are looking forward to sharing our newly remodeled facility with you!

Come observe some program demonstrations, gather information about the latest developments and research relating to learning difficulties and disabilities, sign up for a free consultation, hear some success stories, and sign up for our free newsletter. There will be food, fun, and prizes—including some great discounts on our services. Enter our Grand Prize Drawing to win a free **Brain Fitness Program™** (must be 18 years or older to register). We’ll have some special prizes for the kids! Mark your calendars now—we’re really hoping to see you!

**We have two exciting items to report.** The first is the results of a large-scale (524 participants), randomized and controlled study of the effectiveness of the Brain Fitness Program by researchers from six organizations including the University of Southern California and the Mayo Clinic Foundation. The IMPACT study showed that participants gained an average of 10 years in memory and had a 131 percent improvement in auditory processing speed. Full study results can be seen at [www.positscience.com](http://www.positscience.com).

The second item is more recent. On March 17, Posit Science released **InSight™**, a program to increase visual processing efficiency and speed in people of all ages. The program has been demonstrated to bring dramatic changes in visual processing abilities, and is especially effective for senior adults. We will report more fully on **InSight™** in a later newsletter. We are very excited about the potential of this program!



## *RESTORED HOPE Offers Solutions!*

1.5 million adults in Missouri function at or below the most basic levels of literacy.

An estimated 93 million adults in the US (1.5 million in Missouri) function at or below the most basic levels of literacy. 20% of all graduating seniors are functionally illiterate. 43% of 4th grade students read “below basic.” These figures reflect *only* difficulties with reading; they do not represent other common learning disabilities such as prob-

lems with math and handwriting, communication disorders, attention deficits, and memory problems. And, the statistics do not reflect the agonizing effects of learning disabilities on individuals, or the cost to society in lost production, unrealized potential, and crime.

Because students with learning disabilities do not respond well to standard teaching techniques and tutoring, schools tend to deal with learning disabilities in two ways: through compensation (teaching the child to adapt to the difficulty) and accommodation (having the

teacher adapt to the child). Both alternatives are deficient because the difficulty is still present. Thus, it can become a *lifelong impairment*.

*RESTORED HOPE REMEDIAL SERVICES* seeks to eliminate learning disabilities. Advances in neuroscience reveal that the brain is remarkably changeable. If the brain is not able to correctly process information, the neural networks can be “rewired.” Programs have been developed by neuroscience professionals to make those changes.

*RESTORED HOPE* begins with an extensive testing regimen to discover the root causes of each individual’s learning disabilities. The tests are designed to see how the brain receives, processes, stores, and retrieves information. Based on test results and a careful consideration of symptoms, the causes are identified. Because our clinicians have been certified in numerous brain-based therapies, specific programs can be chosen to address each individual’s difficulties. The result is *permanent correction* of learning disabilities and **restored hope** for those who suffer from them.

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## *Effective Solutions for Learning Difficulties*



**We’re on the Web!**

[www.restored-hope.org](http://www.restored-hope.org)

**Mission Statement** To use advances and insights from brain research to provide appropriate testing, accurate diagnosis, and effective intervention of learning difficulties; thereby removing the barriers that prevent children and adults from reaching and maintaining their created potential.