become SuperReading coaches, and their results matched ours. We now have results from 73 dyslexic students, and the results are growing stronger. We have run courses in several universities including Cambridge, Kent and Essex. **Every university has asked** for further courses. We are

also planning courses in Canterbury Christchurch,

and more suitable ways.

am capable of.

was still illiterate.

I cannot stress enough how

this course has changed the way I

learn and changed what I think I

SuperReading stands better in

have had: I went to a specialist

comparison to any other support I

dyslexic school from the age of 8.

It was a boarding school of only

teaching, and while this help me

in many aspects when I left at 11 I

I attend another university in

learning difficulties so poorly: I got

a new laptop but aside from that

helped but it was a way to 'cope

with' my neurological diversity,

whereas SuperReading taught

me a new skill set that allowed

learning: my processing speed.

SuperReading course. I didn't

even know that they existed or

developmental-coordination

dyspraxic, dyscalcuric,

life in the way it has.

learning ability than

SuperReading.

Yours faithfully,

Science (LSE)

Dear Mr. Cole,

program.

that I, as a dyslexic, dysgraphic,

disordered and Aspergers person

could possibly use a course like

this. Or that it would change my

substantial enhancement of my

Please continue to fund this

Leo (Richard) Glasspool

Government & Economics First

Year Undergraduate, The London

School of Economic and Political

I am writing this letter to thank

you for helping my son Chris. He

is in 6th grade, and ever since 1st

grade he has had major problems

with his reading abilities. He has

been to see every reading and

learning expert associated with

Nothing has ever made much of a

the San Jose School System.

difference. This has really held

back his learning. He has just

grade level, and always at the

bottom of his class. I have come

to dread going to parent's night to

In the last few weeks this has all changed. The teachers cannot

believe the difference in his work.

He is understanding and

remembering what he reads.

They say he is smiling when he

most of the other children. They

feel the only thing holding back

his reading now is his poor

poor reader all these years.

building program you have

provided, I believe there is

is learning his words at an

catches up there as well.

see your child failing in his

education. I am so grateful for

given me hope and given him the

ability to read well and to believe

I am writing to thank you for

Super Reading course. She was

by far the slowest reader in her

halfway through material when

the other children had already

comprehension was abysmal.

\$5,000 on testing to determine

whether she had some type of

suggested calling you first. I am

so glad I took that advice. After

three weeks in your course she

was the best reader in her class.

By the sixth Super Reading class

It was gratifying to find out

there was nothing wrong with my

daughter. All she needed was the

turned out to be! Thank you again

"I so wish I had access to this

The tools like the memory room,

would have been most welcome.

to have obtained these skills at

this stage of my MA in Creative

and keep working on them.

Writing. I will take away the skills

Before the course I did not

However, in a very short period of

time my ability to speed read and

Thanks Ron for bringing your

"I am dyslexic and began this

class reading at approximately

154 words per minute with 60%

comprehension. (It took 2:36 to

read a 400 word article.) ...I

over and over to get the

always had to read sentences

meaning... By the end of the sixth

session I was reading 1,846 wpm

word article.) I would recommend

improve their reading speed along

with comprehension. The things I

found most valuable were the eye

exercises and the testing where

Assistant, Legal Dept., HP R.E.

I started this course being a

very slow reader; so slow it was

excruciating. I'd read the same

line over and over, I'd lose my

place on a page, and my mind

on this course have helped me

tackle all these problems, and

now I feel I have learnt skills that

dissertation and on to my career

Keith Cockerton, London South

"What I have gotten out of super

reading with ongoing practice is

comprehension has increased

me as I was somewhat of a

is quite helpful, but the eye-

substantially, which is amazing to

sceptic at first. The memory room

hopping and "S" and "Z" reading

are most useful to me. The Hop

Drop is still a challenge but I'm

I strongly recommend this

course to all people- dyslexic and

everyone's reading does actually

improve, which is quite amazing!"

My name is Michael Mahony

working on mastering it.

non-dyslexic people, as

-Constantino Dumengane

and I am a dyslexic student

studying at the University of

SFE is currently debating

SuperReading course, so I

thought I would share my

you.

experience of the course with

When I first arrived at

from the Disability Resource

Centre (DRC) for a term, but

didn't find it very useful. As a

result, I did not interact with the

DRC for another 2 years. During

this time, I would regularly work

until 12:00-01:00 and, perhaps

02:00-03:00. Despite these long

hours I would normally be graded

at a mid-2.ii to a low 2.i. The main

reason for this is that I was never

exhausting, it was frustrating, and

I took the SuperReading

course after Christmas this year. I

however it has more doubled my

increased my comprehension

from around 40-90% (I would

my experience of University.

course my essays were being

estimate). This has transformed

Within three weeks of starting the

awarded mid-to-high 2.i's. Since

finishing the course I have had to

work past 23:00 perhaps twice. I

was also able to take on

additional extra-curricular

activities such as being an

assistant stage manager for

'TEDx Cambridge University

feel I'm capable of is finally

telling me I'm capable of.

However, based on my

SuperReading course.

Kind regards,

Michael Mahony

Dear DSA Adviser,

University of Leicester, I

2014'. But the best thing about

taking the course is that what I

consistent with my university is

As I understand it, speed

reading courses receive mixed

reviews from dyslexic students.

experience, I think they should all

at least have the chance to try the

I am a medical student at the

completed the course just before

Easter and I wanted to give my

feedback on the course to help

with your review. I have always

been a slow reader and that has

been a huge disadvantage at all

levels of my education but since

beginning my medical degree in

September of 2013 it has had a

noticeable effect on my ability to

I have never sought support

would get much from one-to-one

support as I already have a high

level of study skills, but Super

Reading is something different.

naff American title, but from my

my reading speed increased by

in an hour, and could tell you a

Medical material is harder as it is

good account of what I read.

more technical but I have now

cover which has been a huge

read several textbooks cover to

help. I failed my first exam before

I started the course, as I was just

not able to keep up and fell badly

behind. I am just about to sit my

means certain of passing I am in

a far better position now, and that

Over all I gained a much faster

next exam and though by no

reading speed but also more

awareness of what it is to be

confidence that I can manage. I

am very grateful that you funded

you to please keep funding it for

Cooper's research has proven it

If you want to talk to me further

works and I can tell you from

please feel free to ask any

questions. If I can help I will.

"From the first week I knew the

SuperReading course would be of

great value to me! I now know I

have never been taught to read

properly. As reading has not been

my strong point, over the course I

understand how to get the most

I now view reading as fun and

interesting. I have a whole library

I look forward to going through.

-John Tuitt, London South Bank

University, Dyslexic Student

"I have sped up my reading. I

systematic previewing. I had no

real reading strategy prior to the

about it before. I didn't really like

reading that much as I had to do it too much and I was suffering from

-Adrian Teasdale, dyslexic reader

strategies taught were particularly

helpful. For instance, the Preview-

strategy will probably become the

main part of my revision strategy,

I also found the visualization

Dyslexic

Read-Review will certainly be a

procedure that I will use. In

addition, the memory rooms

along with the info-mapping.

"Super reading has helped me

concentrate better and "pull up"

encouraged me to relax around

reading. I like using the pattern

reading technique. The memory

good lesson in how powerful and

room association strategy is a

Ross Cooper's commentary in

class and via email is very useful-

I took your SuperReading course

kept practicing what I learned. Not

last June. During the summer I

a lot, but I kept up my skills and

did the Eye-Hops about twice a

returned to school in September

There is a boy in my class

named David. He is a total brain

box. He always gets straight A's

and knows everything. He is the teacher's pet and always has

been a teacher's pet because he

learns everything and does not

always the first to finish an

assignment, either reading or

cause any trouble at all. David is

anything else. Basically it's been

really annoying having him in my

class. I'm just an average kid who

struggles to get any A's, though I

have managed some in the past.

different. The first day back to

school in our 8th year was an

easy day to ease us back into

our first reading assignment in

business reading this chapter.

Everyone else was still reading,

including David! He glanced at

me and sort of snickered. I think

he thought I gave up. A couple of

minutes later he finished, then the

In those few minutes I used

the memory room to solidify the

facts like you taught us. When the

teacher started asking questions

my hand just shot up. I beat you-

know-who to the punch and for

once I knew everything she

asked. I even went on and on

pretty much everything in the

about those points, remembering

chapter. At one point I glanced at

David. He looked really unsettled.

This continued for the rest of the

was remembering everything, and

it was almost effortless. Mostly it

was fun, knowing that Mr. Smarty

Now it's five months later and

So, here's the icing on the old

Brains couldn't figure out what

I'm getting all A's with a B+ in

cake. We just had our science

fair. David won all the science

great topic and did loads of

research and when they

fairs he's ever been in. I picked a

announced the winners, I could

Oops. Sorry folks. Not this time.

They announced the first runner

up--- David *****. I so wish I had

a video of their faces. Total shock

and confusion. "And the winner of

this year's science fair is.... ME!"

My shock was just as much as

Everything after that was like a

the SuperReading program has

my life ever. Now I'm the brain

box! I wasn't born that way like

David, but I've made up the

feels good now to be me.

Dear Mr. Cole,

Reggie C. Year 8 Student

Yesterday after the class I

remarked how my daughter

room last Saturday afternoon.

You smiled and said that was

is that this is a 15-year-old girl

her life! She was glued to the

I thought to myself, who is this

Whatever you're doing in that

class it's working. She loves to

jaw is on the floor. I also have

read books now and prefers it to

staring at social media all day. My

tears in my eyes. This means the

world to me. I can actually see a

her I said that! "Oh mom, you're

SO embarrassing!" Thank you.

Amazing. Thank you.

Val's Mom

bright future for her. Just don't tell

done with my daughter?

Valerie was reading a book in her

great. What you don't understand

who's never picked up a book in

book and so happy to be reading.

academic kid and what have they

not only speed but

focus. My reading

comprehension and ability to

effectiveness rose from 184

to 441, and I'm sure that with

time and practice and a bit of

I could not have imagined

imagining that 6 weeks ago!

Now I am confident it will

The single best "trick" is

and ability to focus.

IT Training Specialist

Reading Effectiveness

108/184 to 211/441

Many Thanks!"

Linda Heiden

scores:

pointing as I read. That alone has transformed my reading

London School of Economics

uperReading

Comprehension

happen.

discipline I can triple that!

made the biggest improvement in

difference. THANK YOU!!! It really

dream. It was one of the proudest

I just wanted you to know that

theirs. Really? Me?? Yes!

moments of my life.

see David's parents about to

stand up with him like usual.

mathematics. That's up from a C

was going on.

the other years.

week and I got really inspired. I

rest of the class.

When I finished, I looked up.

us and just went about my

school mode. On day two we got

class. I used the skills you taught

Anyway, last September was

week. What happened when I

was amazing. Here goes.

dyslexic student

I use eye hopping. It has

meaningful memory is!

lots of ideas there.

-Laura Villa

Dear Mr. Cole,

what I read more efficiently when

strategy very positive."

Oliver El-Holiby

Student

"I have found that the general

course- I never really thought

focus on different ways of

reading. I like the use of

eye strain!"

Thanks Ron, it's been a blast!

have gained confidence and

my place on the course and I urge

dyslexic and an increased

other students as well. Dr.

experience it does too.

Yours sincerely,

out of reading.

Yours sincerely,

Ms Phoebe Kelly BA

is down to this course.

more than x3 which is

astonishing.

Yes you have to get past the very

test scores throughout the course

I have read a full length novel

keep up with my non-dyslexic

before, and do not feel that I

peers.

able to complete the reading in

the time I was given. It was

was sceptical to begin with;

reading speed and had

it was undermining.

once a week, would work until

Cambridge, I received 1:1 support

Cambridge. I understand that

whether to continue funding the

Thank you Ross!

Dear Sir or Madam.

as a teacher. Thanks.

Dear Coach,

Bank University, Student

my reading speed and

will go with me to help me with my

The techniques I have learned

one was able to see positive

-Nancy F., Administrative

went from 92 to 1846

results instantly."

would wander.

with 100% comprehension. (It

took 13 seconds to read a 400

this course to anyone trying to

skill and humour to Chichester

Glenn Stevens, University of

Chichester, BA/MA 12/5/09

believe that I would be able to

improve on my reading and

memory due to my dyslexia.

recall what I have read has

improved greatly.

Best wishes, Glenn"

University."

However, I'm equally pleased

speed reading and scanning

course during my English degree.

right techniques and teacher.

What a bargain your course

for this small miracle.

-Dr. E. Menkin

she was the best reader in her

school. By far!

learning disorder. A friend

I was about to spend nearly

finished. On top of that, her

taking my daughter into your

class. She would barely be

your help to Chris. You have

Mrs. Marjorie Jackson (Chris'

in himself. Bless you.

Mom)

Dear Mr. Cole,

vocabulary from being such a

However, with the vocabulary

already a positive difference there

too. I know I must be patient. He

impressive rate, and I see it is

only a matter of time before he

As a mother, it is not easy to

reads and understands more than

barely made it through each

get his report.

I have encountered no more

substantial difficultly in my

me to completely bypass the most

I could never afford to take a

all they did was offer me fancy

software for my laptop. This

50 children and had intensive

my previous academic year,

which I dropped out of partly

because they supported my

University of the Arts. Although I have been

Liverpool, LSE, Plymouth, Royal Holloway and

teaching teachers to provide

support to dyslexic students

have such a dramatic impact.

for 14 years, I have never

known an intervention to

standardised scores is 1.6

Unsurprisingly, given this

progress, the statistical

high (p<10,000 million).

course (n=190) and can

those of non-dyslexic

readers. As would be

dyslexic scores are low.

However, after the course

above the mean and 44%

achieve 'above average'

scores, 22% achieve very

high standardised scores

Student Finance England

have been so impressed by

consultation with Patoss and

ADSHE, they changed their

funds can be used for group

support for 'speed reading'.

(However, it should be noted

comprehension than 'speed

I am now no longer an

independent researcher, but

an enthusiastic practitioner

SuperReading. I believe that

educational possibilities for

I wish to thank you for

SuperReading course to our

Title I Reading students. The

SuperReading Program has

Students in our Title I

CTBS reading test last year.

Reading classes scored

below grade level on the

dramatically benefited our

final data proves that the

making it possible for our

staff to deliver your

BA(hons), PGCE, PgDip

DSA guidance which now

explicitly states that DSA

that SuperReading has a

greater focus on

reading' courses).

and promoter of

it will transform the

dyslexic learners.

Dr Ross Cooper

ADDS, APC, Ph.D

"Dear Ron,

students.

(above 130- and 12% are

above 145).

the results that in

70% of dyslexic readers are

significance is extremely

I have now standardised

the reading tests used on the

compare dyslexic scores with

expected, before the course,

standard deviations (24

The mean increase in

standardised points).

well."

made our jobs so much more fulfilling. I'm sure our customers appreciate it as David Lake, Senior Engineer, Apple Computer Global Response Team I was a very slow reader and

my mind wandered during reading. Now I enjoy reading more than ever. It was good taking the tests during the course to see my improvement. I've learned that if you believe in yourself, you can do it! These skills will

allow me to use this extra new time I have for getting other things done. At first, I didn't think this would really help, but I am now a true believer. Rick Hilovsky Senior Staff Xilinx, Inc. SVG Engineer Reading Effectiveness went from 75 to 315 "Simple but effective techniques help achieve results that are truly unbelievable." Ray Abrishami

Director of Engineering Fujitsu Microelectronics, Inc. Hi Ron, I took your SuperReading class earlier this year, along with my co-worker, Tim. As you know, we are both taking an MBA program that involves night classes. For the last year, we have been going each week, and seeing our standing in the course among our 120 peers. Our professor posts the grades outside the door each week. We see our student

number, our grade, and our

ranking in the class. In the past, before your class, our ranking was all over the grid. One week I could be number 7, the next week 101 and the following week number 75. Since the third week of SuperReading, Tim and I have occupied the number 1 and 2 positions, and nobody can surpass us! Each week we jockey between ourselves and the rest of the class has to fight for number 3. To us, this demonstrates the power of the skills we learned from you. In a way, we're no smarter than we were before SuperReading. What we have is the ability to understand and recall what we read. Perhaps we are smarter. It depends on how one defines intelligence. Either way, our reading skills have set us above about 120

other professionals struggling to enhance their careers. So we both send you a big "thank you". We're spending half the time studying and getting far better results. It's just how you said it would be. -Frank Turner, Engineer, **Advanced Micro Devices** (AMD) Dear Readers! quite frustrating.

Before I started my SuperReading course, I could read fairly quickly but my comprehension was rubbish. I would read a document, then have to re-read it as I would be like, "What did I just read?" I am sure you have all done this many times and it can be Since I have been doing SuperReading the skills I have learnt and the practice I have put in at home with the Eye-Hop exercises and reading the manual have helped me considerably. My colleagues at work have even noticed that I can read faster than them and I have captured the content I have read first time round. The best tool for me is the Memory Room. I can use this tool with everyday things that I need to remember. Also, the Previewing technique is fab for getting the content of material before you read the material fully. I think Ron is a very enthusiastic teacher and puts

a lot of energy into his classes

which makes it easy learning.

The manual has plenty of tips

and exercises you can

practice, as well as useful

web sites. The handouts are

very stimulating and get you

focused on the task. The exams are interesting topics to read and the questions are not too demanding. SuperReading will be a fantastic tool for when I start my CIPP next year. When reading law policies for our people, I will feel confident that I have comprehended what I am reading and will have read. Directors would benefit from this course as they will learn to read quickly through their E-mails, presentations and documents. Gloria Graham, Personnel Administrator, Tesco Stores Ltd. "This course was much more than an improvement-ofreading series of exercises. It was a well-thought-out, planned and organized attack on one's mind limitations. Ron spent a lot of time and effort on attitude improvement, not just skills. He emphasized preparation for reading, readiness to receive information, training to focus on what you read just as much as the techniques for

effective reading: pre-viewing,

(parroting), reading itself and

note taking, retelling

reviewing.

The SuperReading manual is also a great help. It organizes tracking of daily eye hopping exercises and reading practices, as well as all scores for reading tests showing weekly progress. The instructions in the manual are concise and well-written, and followed by the most humorous multiple-choice tests I've ever encountered. Good humour and very positive classroom atmosphere made this course not only a very effective speed and comprehension enhancer, but also a very pleasant learning experience." Vladimir Starov, Director of Research, International R.E. increased from 114 to 471 This course has been a wonderful experience. The combination of increasing my RE week to week and the positive nature of the readings and classes added to an excellent experience. My biggest disappointment is no longer having the class every Tuesday morning. You are a

GaSonics

great instructor and know how to work with your students to get the most out of them. My favourite experience continues to be reading the same material as my coworkers in less than half the time. Thanks for a great course, Ron." Dirk D. Marketing Communication Manager, Hewlett-Packard R.E. went from 34 to 281 "I started the course knowing I was an incredibly slow reader. If only my speed increased, I'd have been happy. But the fact that my speed increased exponentially and my comprehension increased from 35% to 90-100% was amazing. Some of the tools I've gained as a result of this

Chiron

course (e.g. the Memory Room) I use on a daily basis, and have helped me immensely. I would recommend this course to anyone that wanted to improve reading speed and comprehension. I was able to read a 600-page book overnight; in the past, this would have taken weeks!!" Robert S. Fullmer Corporation Re Scores: Class One Class Six 123/667 "This class has helped me very much with my reading skills. My reading comprehension has increased at least 50% and speed in some cases over 100%. English for me is a second language, and this makes it a little more difficult to comprehend English at any I know that if I continue to practice this new skill I will get even better." Mario Aguirre Manager, Product Engineering, Fujitsu Microelectronics, Inc. "This course was very useful and had many tools that has increased reading speed and comprehension. The memory techniques were also very useful. I would recommend this course to everyone. The course was very organized Sony

and well paced." Theo Doyle, Corporation "SuperReading has really encouraged me to read more. I was amazed by how much more I remembered when reading books, E-mails and transcripts. I was quicker at answering my E-mails. Definitely worth doing the In the first lesson I was shocked at how little information I could actually recall after I had read a passage, so I was interested to see how the techniques would work. It was amazing how much faster I'm now reading. My reading time was reduced to less than half in three weeks. At first the eye exercises were a struggle, but as I started seeing results I couldn't wait to practice some more. Soon I was encouraged by how much clearer my mind felt, and how much more info I remembered." -Sarah Denyer, ASDA Brands, 2 August, 2007 R.E. scores: Day 1: 55 / 92 Day 21: 158 / 600 Before taking this class, I didn't enjoy reading because I could never comprehend much, so it was like a waste of time. I would usually just read little articles from

as well have been zero. I enjoy reading now and get a great deal out of it on the first read. It's awesome! Thanks Ron! Greg Smith Test Engineer, **IBM** Day 1 RE score: 29 Day 35 RE score: 275 "Ninety percent of my time at work is spent reading, and reading materials that are technical such as financial analyst research. When I saw the SuperReading program offered at work I signed up immediately, excited at the prospect of both increasing my reading speed and, more importantly, my comprehension. Now that I have completed the program, I can say that I have achieved my reading speed and comprehension goals. And my enthusiasm for reading as well. I'm so pleased with the results that I plan to get my children into the program. Thanks, Ron!" Julie Cimino, Investor Relations Specialist Lam Research Corp. Reading Effectiveness went from 50 to 360 SuperReading has taught me that my mind's potential is much greater than I ever imagined. I look forward to increasing my speed and comprehension to the maximum that is possible. The additional techniques (Goal Setting, NLP, etc.) are profound tools for change and I've already started applying them to my career. I would recommend this course to anyone who is serious about achieving all that is possible in their lives. Regards, Michael. J. Golini, **Applications Engineer** Philips Semiconductors, Inc. RE scores went from 118/158 to 142/460 Reading before the SuperReading class was not an enjoyable experience. My mind would wander, and I would find after reading the same paragraph, even the same sentence, over and over, I still didn't know what it was I had read. Reading material was piling higher and higher. In my field, technology changes daily and the need to keep current is a necessity. Now with the tools I have acquired through this class, reading is no longer a "chore." I remember what I read and can even recall what I read days and even weeks later. It really works. Liz Abe-Meredith Staff Analyst – Webmaster Xilinx, Inc. Reading Effectiveness went from 52 to 353 "This course has been really enjoyable and having started the program a little cynical, I've been convinced! Pointing and Previewing have been great tools to aid my comprehension, so I notice quickly if I'm drifting off. The course is delivered in a fun and engaging way. Ron answered questions well, I particularly liked the explanation of how a book becomes like a movie, i.e., you don't lose information. That was a turning point / 'light bulb' moment for me. Thanks Ron!" Tracey MacLennan Royal Bank of Scotland Manager of Learning & Development I was never a reader and had a hard time concentrating; so when I started back full time at school I realized I needed something. This class has made a huge difference. Ron was genuinely interested in our progress. I love the Eye-Hop exercises. They are one thing that sets this class apart from all the rest! **Anna Francis** Program Coordinator Amdahl Corporation Dear Ron, I wanted to let you know that yesterday I was walking through one of our buildings when I was approached by an employee. He had taken your original pilot course four years ago. He remembered that I had introduced you, and wanted to thank me again for bringing the Super Reading course to HP. He went on to tell me that your course had more impact on his day to day work life than anything else he has ever done. In all my time here at HP I have never had feedback like that. As you know, we've been having some severe budget cuts in training lately. Deborah wanted me to let you know that you are the only outside vendor we are keeping on here at the RTC next year. Congratulations. Keep up your good work. Sincerely, Mariam Mariam Ghazvini Training Coordinator, Regional Training Center Hewlett-Packard, Santa Clara, CA

tests in minutes, instead of hours because I am able to focus on the material and didn't have to reread a paragraph 10 times because my mind wandered. SuperReading saved me a lot of time. I feel smart when flying trough a book and people are watching in disbelief." Hong Lam, Software Engineer General Dynamics I've been a poor reader all of my life. It has always been difficult for me to focus and maintain concentration while reading. I've always had to read, re-read, and re-read again just to get the meaning for the first time. I experienced immediate results from day one in this course. My initial RE score was so low it may

Now I am able to quickly go through any material and read through the page as if I'm skimming and pick up about 80% of the material in much less time. I am able to read through several chapters in a book and pick up all the necessary information for

magazines and newspapers that I had interest in.

64/124, level. course.

This year they are enrolled our Title I Reading class to receive special assistance designed to improve their reading skills. We started your program in our Title I Reading classes in January. The **SuperReading Program more** than doubled our students reading rates. One class' average growth rate was 277%! Some students increased their rate between 400% and 700%! I shared the data with Superintendent Don Helms and he was most impressed. In his many years in education he said he had not seen such powerful growth in reading scores. Cathy Rumble noted that her students demonstrated a real improvement in fluency when they read aloud. Jason Harm said students who were negative about the program at first were turned around as they saw the increase in their reading proficiency. I watched Josh A. read and complete a history exam in ten minutes with a 98% score. He was reading at a rate of over 2000 words per minute (as rated in reading class)! Chris B. told me he George Sabato,

now loves to read and even reads books at home now! Your program has been fun and exciting to implement with visible results daily. My favorite experience was in my after-school reading class. I was given all students who were tested 5-7 grade level on the CTBS test. My task was to have them score grade 8 on an independently delivered test by the end of four weeks! Chris B. looked up at me after completing his first three minute 2-word eye exercise and, with a big smile on his face, said "This is the first time I have ever enjoyed reading!" At the end of four weeks Chris scored tenth grade level on the Woodcock-Johnson reading test! In fact, all my students scored eighth grade or above! We look forward to continuing with the program next year." **Edwin Markham School,** Placerville, CA 95667 **Placerville Union School** "Ron, we just got our CTBS* scores for the seventh and eighth grades, and they are the highest in our 22-year history by a wide margin. The teachers and I credit your reading course for this achievement. Thank you for sharing this information with us and our students. The difference is uncontestable." Mary Menacho, Director of **General Education South Peninsula Hebrew Day** * Comprehensive Test of **Basic Skills (CTBS)** The students in 7th and 8th vear scored 91st and 93rd percentile respectively. In the previous year these same students scored 78th percentile. In the previous 7 years, percentile ranking ranged between 72nd and

Sincerely, **Title I Director** Sincerely, **School** 79th. In the year following SuperReading, the 7th years became 8th years and scored 94th percentile. The following year the school did not have the programme after the director left. The 8th years graduated, and the CTBS scores returned to 78th percentile. This clearly shows that the increase in scores was directly due to the SuperReading intervention. "I definitely feel more confident when I have to read long articles and textbooks, which I often have to. I use the tools and feel very good about it. My ability to focus has improved- mostly through the fact that I know I can do it. The power naps have also helped a lot for My reading speed has increased, as I'm hoping it will even more. I like the Eye-Hopping and I'm convinced it will get me where I want to go with my reading. The memory techniques are very useful. I feel like I never really knew how to

that. study properly before (which seems very weird). The classes were always fun." Werner H. London School of Economics, LLM Taxation "My reading before was slower than now, since I University, **Practitioner**

started the course my reading has improved more and my focus is better now than before. I am also in control of everything I am reading now, unlike before. The Eye-Hop has also helped me greatly, and the memory room has also enabled me to remember things more by creating stories from them and making them big to help me remember things longer. The SuperReading course has made a great difference to my life. I am glad I was given the opportunity to take the course. I will always recommend this course to friends and everyone who needs help with their reading. I will continue to use all my **Eye-Hop and memory room** and the skills I have achieved from this course. A big thank you to the staff and all the people at LSBU who organised this course, and a big thank you to Ross Cooper and Ron Cole. I really enjoyed every bit of the course." -Azara Kanu **London South Bank Clinical Assistant-**"The SuperReading course has been found to improve the reading speed and comprehension of dyslexic people. To the extent that they can eventually become better readers than Non-Dyslexics. So that turns the word dyslexia on it's head, but being dyslexic it already was upside down. This is what the research by Dr Ross Cooper has found. When I started the course my reading speed was measured and answering questions on what I had read to test my comprehension. My words per minute (WPM) was multiplied by the percentage I got correct in the comprehension. This is then interpreted as a Reading Effectiveness (RE) Score. My RE Score at the beginning on the course was in the bottom 2% of the population, which isn't great. However, after I teachers."

completed the course my RE Score was better than 61% of the population. I was disappointed at first, but Ross pointed out that it's actually better than most - Joseph Aquilina **BA Hons, PgCert Dyslexia** HE, PgDip ADDs, **Neurodiversity Consultant;** ADHD, Dyslexia and Dyspraxia Specialist/Coach, **Assistive Technology** Specialist, PATOSS, NADP, **ADSHE and UKANN advisory**committee member. **Director NeuroKnowHow Ltd** "I have sat in on Ron Cole's workshops as I heard from students just what a great impact it had on their reading ability. One student said it was the best thing he had leant (at uni). I was intrigued! I have learnt / consolidated my understanding and will definitely be using the tools for myself now that I am studying for a Masters here. I think the pattern reading, eye -hop, memory room and the importance of a positive attitude has been fantastic and fascinating to learn about, A BIG THANK YOU!!" C.J. **Professor SOAS University London** "I found this course useful. There are several reasons for this. My reading speed has improved a lot, but much more so for my comprehension and reading effectiveness. The thing which I'm going to remember is the Memory Room. This has had a big meaning for me. It is so practical for any kind of information you need to remember. My memory skills have improved well and now I'm not only using it for my exams, which I did much better last week, but during the day for shopping lists and to-do's. My reading effectiveness started at 17, and has gone up to 150. I've improved a lot and plan to use it constantly. **Piotr Wojcieszko Teacher at London School of Economics** "I am more confident about my reading ability and certainly feel that I can read faster and at the same time remember and understand more. The memory room was a great help and has made me realise that I have a good memory. However, you must put in the initial effort!" Samuel Baeza, Senior **Lecturer, University of Beginning RE Scores: 86/120** Ending RE Scores: 180/291 The thing I value about the course is the time and space it provided to reflect on my approach to reading and to try out new strategies. It confirmed and explained why I have always found reading the newspaper a totally different (and easier) experience to reading anything else - i.e. the I have found the Eye-Hopping incredibly useful - I find that I focus better, drift less, and print seems more in focus. I feel like I'm in the early stages of using Pattern Reading. It also pulls me into what I'm reading more. Although the process appears to be about focussing in more and drifting less, I'm also aware that much of the drifting I do is about 'thinking about' what I'm reading- chewing over the ideas, linking to others, etc., so I consider some drifting as vital, especially with some types of reading I do. -Pauline Moon, London South **Bank University, Senior** I want to thank you for bringing your SuperReading course to the London City Law School. I have noticed that all the students who sign up for this course end up in the top 20% of their year within 21 days. They also tend to stay there, and most of them comprise the top I have also heard from professors that your SuperReading students tend to answer more questions than the others, answer more thoroughly, and with more It's been four years now and the trend is consistent. Thank you again for adding to the positive experience of our

law students. Claire de Than **Director, LLB Law School** Thank you for bringing the **Super Reading Program to** Worthing College. I hear only high praise and positive comments from the students taking your course. Their grades are higher and so is their confidence in handling their study load. Apparently they also appreciate your enthusiastic American style One of the students was particularly happy with the memory techniques you shared with them. She said it made remembering facts for the exam a breeze. I'm glad it's all worked out and you've had good attendance in the classes. Thank you again for your positive influence. **Steve Flitton Director, Worthing College** "Dear Ron, Before I started your SuperReading course, I would lose concentration during studying. However, after (the course) my concentration increased dramatically. As a result, my law school studies became more bearable and interesting. Another part of the class that really helped was previewing. This is so because during a long reading assignment, I utilized the Previewing Method, which acted as a marker, which kept me more focused. This class was really enjoyable and helpful. **Everyone in the class is** buzzing about how much easier their studies are." Joe Zizileusticas, **Law Student and Student** "This course is worth every minute I spent on it and much more, full of tips on how to get more out of life in general as well as reading. Although I have not practiced nearly as much as is desirable, I have improved

Chichester columns! Lecturer Dear Ron, 10%. confidence. Dear Ron, of teaching. **Tutor**