



Arrowsmith Program



Excerpt from a study of the Arrowsmith Program prepared for the Toronto Catholic District School Board:

"The study strongly supports the Arrowsmith Program. The Arrowsmith Program changed the developmental course of the majority of the children in this study."

Comments from a 15-year-old student at Arrowsmith School

"I now find it much easier to write and much easier to copy things down. I can now understand concepts in math without much effort and apply them to problems."

I am better at taking instructions and doing the job that needs to be done as it is supposed to be done. What I am most happy about is that before I could hardly read and now I can read almost anything! I can remember things I couldn't remember and understand things I couldn't understand before. I think that this has really changed my life."

Arrowsmith PROGRAM®

 www.arrowsmithschool.org

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The typical student in the Arrowsmith Program:

- is of average or above average intelligence
- has a combination of the learning difficulties that are described in this brochure and on the Arrowsmith website
- does not have severe intellectual, cognitive, emotional or behavioral disorders that would significantly affect his or her ability to participate in the Arrowsmith Program
- does not have acquired brain injury or an autism spectrum disorder
- is of elementary, secondary or post-secondary school age

What the Arrowsmith Program accomplishes for students with learning difficulties:

- strengthens cognitive processes necessary for efficient learning
- improves reasoning and comprehension
- builds academic skills such as word identification, reading fluency, math calculation, math fluency, and writing
- improves phonemic awareness
- improves processing speed, working memory, memory for words

For more information on outcomes of the Arrowsmith Program, we invite you to review the Research and Student Outcomes pages on our website.

THE ARROWSMITH PROGRAM TAILORS INTERVENTIONS TO THE SPECIFIC LEARNING PROFILE OF EACH STUDENT



Our framework for results:

- detailed assessment of nineteen cognitive functions
- innovative methods which include specialized cognitive exercises
- clearly defined and individualized goals
- a positive, supportive and structured learning environment
- low student to teacher ratio
- administered by a trained Arrowsmith Program facilitator
- ongoing supervision, support and professional development that will ensure that the Arrowsmith Program is delivered at a consistently high level at all participating schools

A cognitive program for students with learning difficulties including:

| | |
|--------------------|---------------------|
| READING | VISUAL MEMORY |
| WRITING | AUDITORY MEMORY |
| MATHEMATICS | DYSLEXIA |
| COMPREHENSION | NON-VERBAL LEARNING |
| LOGICAL REASONING | AUDITORY PROCESSING |
| EXECUTIVE FUNCTION | ATTENTION |



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What is the Arrowsmith Program?

The Arrowsmith Program is based on the application of neuroscience research and the premise that it is possible to address a range of specific learning difficulties by identifying and strengthening cognitive functions underlying learning.

The goal of the Arrowsmith Program is to strengthen learning capacities rather than teach ways to compensate for specific learning difficulties. We have been helping children, youth, and adults with learning difficulties address their challenges and achieve academic success since 1978. Specially trained and dedicated Arrowsmith Program teachers have helped thousands of students through our individualized and specialized programs.

The goal is to help students of all ages become effective, confident, and self-directed learners. For children and youth, this includes enabling them to return to a regular school curriculum after a three to four year program. Upon completion of the program, some students may require one to two years to gain experience using their newly strengthened cognitive capacities and some students may need tutoring initially to bring academic skills to grade level.

To investigate if the Arrowsmith Program may be of benefit, the Arrowsmith Program Cognitive Program Questionnaire on our website can help determine if the learning difficulties experienced are typical of those addressed by the Arrowsmith Program.

The Arrowsmith Program is offered at educational organizations worldwide. A list of these organizations can be found on the Participating Schools page on the website.

For further information about the Arrowsmith Program and the learning difficulties it addresses, or if you are an educator and are interested in having the Arrowsmith Program implemented at your school, please visit our website at:



www.arrowsmithschool.org

DO THESE PROBLEMS SOUND FAMILIAR?

The Arrowsmith Program may be of benefit if there is a match between areas of difficulty and the symptoms described below.

Motor Symbol Sequencing

Messy handwriting, miscopying, misreading, irregular spelling, speech rambling, careless written errors in mathematics, poor written performance.

Symbol Relations

Difficulty with reading comprehension, trouble with mathematical reasoning, trouble with logical reasoning, difficulty reading an analog clock, problem understanding cause and effect, reversals of 'b'-d'; 'p'-q' (younger students and in more severe cases).

Memory for Information or Instructions

Trouble remembering oral instructions, difficulty following lectures or extended conversations, problem acquiring general information through listening.

Predicative Speech

Problem putting information into one's own words, speaking in incomplete sentences, difficulty using internal speech to work out consequences, trouble following long sentences, breakdown of steps in mathematical procedures.

Broca's Speech Pronunciation

Mispronouncing words, avoiding using words because of uncertainty of pronunciation, limited ability to learn and use phonics, difficulty learning foreign languages, difficulty thinking and talking at the same time, flat and monotone speech with lack of rhythm and intonation.

Auditory Speech Discrimination

Mishearing words and thus misinterpreting information, difficulty understanding someone with an accent, extra effort required to listen to speech.

Symbolic Thinking

Problem being self-directed and self-organized in learning, limited mental initiative, difficulty keeping attention relevantly oriented to the demands of a task necessary for completion, difficulty thinking, planning, problem solving, trouble seeing the main point.

Symbol Recognition

Poor word recognition, slow reading, difficulty with spelling, trouble remembering symbol patterns such as mathematical or chemical equations.

Lexical Memory

Problem with associative memory, trouble following auditory information, trouble learning names of things such as animals, places, people, colors, days of the week.

Kinesthetic Perception

Awkward body movements, bumping into objects due to not knowing where the body is in space relative to objects, uneven handwriting with variable pressure.

Kinesthetic Speech

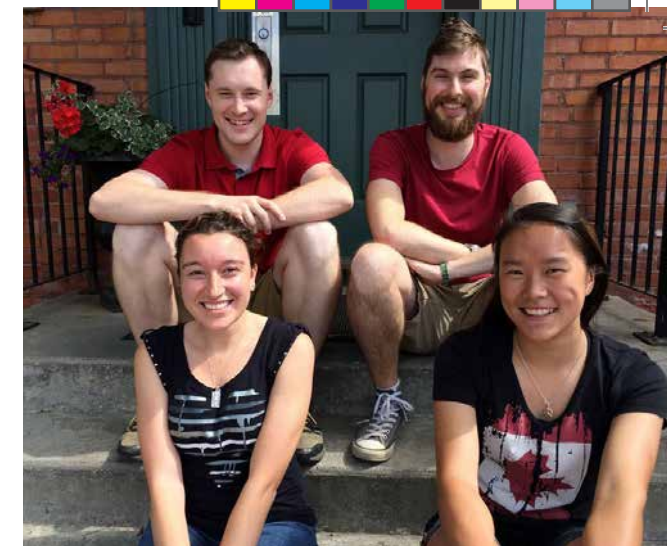
Lack of clear articulation of speech, some speech slurring.

Non-Verbal Thinking

Problem interpreting non-verbal information such as body language, facial expression and voice tone, weak social skills, difficulty perceiving and interpreting one's own emotions, difficulty thinking, planning, problem solving non-verbally.

Narrow Visual Span

Slow, jerky reading with errors, eyes fatigue when reading, problem navigating in the dark.



Object Recognition

Trouble finding objects, problem remembering visual cues such as landmarks, difficulty remembering faces and recalling the visual details of pictures.

Spatial Reasoning

Frequently getting lost, losing objects, messy disorganized workspace, trouble constructing geometric figures.

Mechanical Reasoning

Difficulty understanding the mechanical properties of objects, problems constructing or repairing machinery such as taking apart and putting together a bicycle or repairing a car.

Abstract Reasoning

Trouble understanding the proper sequence of steps in a task such as sewing, cooking or computer programming.

Primary Motor

Poor muscle tone which results in some degree of awkwardness and slowness of body movement.

Quantification Sense

Finger counting, trouble retaining numbers in one's head, difficulty making change, problem learning math facts, poor sense of time management, difficulty with time signature in music.