



## *Bridgette*

Age: 16

Location: NJ

Diagnosis: CAPD and  
Dysphonetic Dyslexia



### **Protocol**

Bridgette worked for 90 minutes per day, 5 days per week on our Summer Intensive. She completed Fast ForWord Literacy, Literacy Advanced, and Reading 3. After a break, Bridgette returned to complete the Fast ForWord Reading Series and to participate in Reflex Math.



### **Results**

Bridgette went from a "C" student as a freshman to a 4.0 in honors classes with SAT and ACT scores that are "off the charts."

### **Bridgette (11<sup>th</sup> Grade, NJ)**

Bridgette had a high IQ, knew the curriculum when asked, but didn't do well on tests. Determined to comprehend, she would read a book 10-15 times. She couldn't sound things out and had difficulty maintaining attention in the classroom. Conversations were difficult for Bridgette to follow, causing her to check out in the middle or avoid them altogether.

Bridgette was always polite. People were nice to her, but she didn't have friends. At age 4, testing revealed that Bridgette had an articulation disorder. She was tested again in 2<sup>nd</sup> grade, no stand out cause was identified – she would later be diagnosed with dysphonetic dyslexia and severe CAPD.

Though school work became harder, Bridgette was determined to learn. She developed coping mechanisms in order to keep up. She would come home at night and try to teach herself based on the notes she took in class, but there were holes in the notes. Her parents used to find her in bed at 1 a.m. using a flashlight to finish her homework. She would organize spelling words based on rules and then define each to prepare for tests. She tried tutors, Orton Gillingham, and vision therapy, but with little change. As high school approached, Bridgette told her mom she needed to be ready.

*"This is the first time she has ever learned in school...the program has changed her life." –Bridgette's mother*

Bridgette started Fast ForWord in July. By the time school started in August, her parents knew the program was working for her. Bridgette started to take part in conversations and could comprehend them *in real time*. She was able to sound things out and understand books - only reading them twice - the second time because she enjoyed the story!

Today, Bridgette no longer requires SparkNotes to understand literature. She completes her homework in a timely manner. She was a "C" student freshman year, a high "B" student sophomore year, and currently has a 4.0 in advanced and honors classes. Her SAT and ACT scores are *off the charts*. Best of all, she has friends.

Bridgette is very active in school activities, taking part in varsity field hockey and track, the junior technology club, future business leaders of America and many others. Her parents believe this is the first time she has ever learned in school - the program has changed her life.