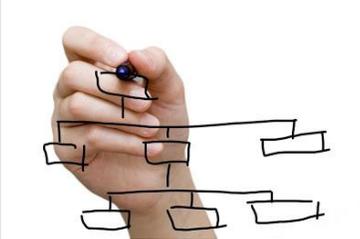




### Kristopher's Story The Benefits of Organization



#### *Kristopher*

Age: 15

Location: CT

Diagnoses: ADD, Executive Function



#### **Protocol**

Kristopher originally worked with Gemm Learning during the summer of 2013. He resumed his program during the summer of 2016. He completed Fast ForWord Literacy, Literacy Advanced, and Reading 3. He also worked on Reading 4, Brainware Safari and DreamBox Learning.



#### **Results**

Kristopher's interest in reading has improved. His organizational skills are also developing. He is able to work independently and plans ahead for each day.

Before starting high school, Kristopher had always accepted his mother's help with school work when needed. He did well on standardized tests and had few academic concerns. This began to change towards the end of his 8<sup>th</sup> grade year and became even more noticeable after the transition to high school.

Kristopher would tell his mother that he was doing his work, didn't need help, or was handling everything. But his teachers painted a different picture. They informed her that her son wasn't turning in assignments, work was often late or did not meet expectations, and his grades were suffering as a result.

Concerned about the discrepancy between how Kristopher thought he was doing and what his teachers shared, his mother began looking into learning challenges that may be impacting him.

A neurologist's evaluation led to a diagnosis of mild to moderate ADD and school accommodations; however, Kristopher's challenges continued. His mother decided to get a second opinion and visited a psychologist. The psychoeducational evaluation revealed that executive function or organization and regulation was the primary issue. Kristopher had worked on Fast ForWord for a brief period during middle school in order to improve his interest in reading. His mother felt the program had been beneficial and decided to contact Gemm Learning again to address these new concerns.

*The program itself is a good program. In addition to that, I appreciated the support that Gemm offers from following up regularly to providing encouragement. –Kristopher's mom*

At first, Kristopher was resistant to working on the program. It was summer, and he felt he shouldn't have to do academic work. "He told me that I'd be wasting my money to do it. And I just went with my best judgement and signed him up for it anyway," his mother shared. Upon resuming, a Gemm program manager quickly noticed that Kristopher was skipping exercises and not playing as frequently as he should. She informed his mother and arranged a time to speak with him directly about the program's potential and the importance of regular participation. This helped substantially. Kristopher began playing consistently and trying hard each session. Soon afterwards, his mother observed welcome changes in his organization and communication skills.

His mother is thrilled that Kristopher is writing her notes now, which he had never done before. And since the new school year started, he's been getting his clothes out and setting up his cereal bowl for the next day. He's also starting assignments without prompting and planning ahead. When asked if she would recommend Gemm Learning to others, she replied "Absolutely, because my son benefitted from it."