



David's Story Gaining Social Confidence



David

Age: 26

Location: TX

Diagnoses: APD, dyslexia



Protocol

David completed Fast ForWord Literacy, Literacy Advanced, and Reading 3 over the course of 6 months. He is currently working on Brainware Safari.



Results

David's confidence has risen. Social situations that had once been stressful are now manageable, and he does not require the same level of assistance for research projects. He is dedicated to improve his reading skills and he believes he can achieve his goals.

As early as 1st grade, David recalls feeling that he was different from his peers. It seemed like things came naturally for everyone else, but "just didn't click" for him. He remembers "wanting to be a reader", selecting a number of books from the library, but not being able to enjoy them. Getting through each "felt like work", and he quickly lost interest. He was discouraged by the special classes his school provided and viewed them as reinforcing the fear that he was going to struggle his entire life.

Challenges became even more apparent when he transitioned from elementary school to junior high. Processing and comprehension difficulties were more apparent, and reading assignments or tests were tiring. He would guess on tests rather than read long passages and started to rely on audio books outside the classroom. It also became harder to fit in with other students. David began to think of himself as socially awkward and chose jobs where his interaction with others was limited to comfortable tasks, like locating requested items within a store. Following instructions was difficult; however, and new responsibilities often meant hesitation, asking for help, and extra time.

Coworkers were often frustrated as David tried to make sense of things. He dreaded looking at menus, because of the inevitable list of ingredients he'd need to read through, and would sometimes avoid it by requesting a standard dish he assumed the restaurant would carry. As a college student, he initially struggled to follow along or retain information, especially when a professor spoke quickly. He frequently had to review notes, and felt like he was teaching himself what he should have learned in class. It felt like "nothing was getting in."

I am able to keep up with conversations, talk to people and express myself better. -David

While watching a video on [The Brain That Changes Itself](#), David learned of Fast ForWord. The information on neuroplasticity gave him hope. He found Gemm Learning online the following day.

David was committed to working on the program. Despite the game format, he recognized its potential for adult students. "I understood it can help anybody," he shared. David worked through the cognitive exercises without frustration and sought guidance from our program managers when challenges arose during the Reading Series. As time went on, he became more confident. He noticed that he no longer had to think as much before speaking in a conversation. "It was more automatic." This was most apparent at his new job, where a more self-assured David speaks with and assists customers regularly. He recently found himself reading line by line from a menu without frustration and was also able to find relevant information for a college research assignment without assistance. By semester's end, David was pleased to discover that he could accurately process an instructor's words, consider them and respond appropriately during class. Topics that were once frustrating became interesting, making him more engaged in lessons.

David wants to continue to improve his reading skills and is focused on his goals. He hopes to, one day, study engineering.