

Comments from:

STUDENTS / PARENTS

Dear Sir, or Madam, I took the SuperReading course in the Autumn Term of this academic year. It has made the most radical and fundamental change to my learning and my life of any support I have ever had.

I was completely illiterate until I was 13. I'm academically successful and until SuperReading this was always despite my reading speed; now, thanks to the new way I learnt to read, my reading speed and retention reflect and enhance my academic strength.

The other week my class was set some reading to do in class, when I started reading a classmate asked me "can you really read that quickly?" I went to step out of class for a moment.

The reading technique is not the only benefit of the SuperReading course: it taught me a host of other learning skills and about my learning style. The Roman Room memory technique, which I employ frequently helps me succeed not only in my academically but also in my personal life: I remember people's birthdays, the names of their children, when and where I'm supposed to be (etc.).

I cannot stress enough how this course has changed the way I learn and changed what I think I am capable of. SuperReading stands better in comparison to any other support I have had: I went to a specialist dyslexic school from the age of 8.

I attend another university in my previous academic year, which I dropped out of partly because they supported my learning difficulties so poorly; I got a new laptop but aside from that all they did was offer me fancy software for my laptop.

I could never afford to take a SuperReading course. I didn't even know that they existed or that I, as a dyslexic, dysgraphic, dyspraxic, dyscalculic, developmental-coordination disorder and Aspergers person could possibly use a course like this.

I have encountered no more substantial enhancement of my learning ability than SuperReading. Please continue to fund this program. Yours faithfully, Leo (Richard) Glasspool

Dear Mr. Cole, 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.

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.

As a mother, it is not easy to see your child falling in his education. I am so grateful for your help to Chris. You have given me hope and given him the ability to read well and to believe in himself.

I am writing to thank you for taking my daughter into your Super Reading course. She was by far the slowest reader in her class. She would barely be halfway through material when the other children had already finished.

I was about to spend nearly \$5,000 on testing to determine whether she had some type of learning disorder. A friend suggested calling you first. I am so glad I took that advice.

"I so wish I had access to this course during my English degree. The tools like the memory room, speed reading and scanning would have been most welcome.

However, I'm equally pleased to have obtained these skills at this stage of my MA in Creative Writing. I will take away the skills and keep working on them.

Before the course I did not believe that I would be able to improve on my reading and memory due to my dyslexia. However, in a very short period of time my ability to speed read and recall what I have read has improved greatly.

Thanks Ron for bringing your skill and humour to Chichester University." Best wishes, Glenn

"I am dyslexic and began this class reading at approximately 154 words per minute with 20% comprehension. (It took 2:36 to read a 400 word article.) ...I always had to read sentences over and over to get the meaning...

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I started this course being a very nervous 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 would wander.

The techniques I have learned on this course have helped me tackle all these problems, and now I feel I have learnt skills that will go with me to help my dissertation and on to my career as a teacher. Thanks,

Keith Cockerton, London South Bank University, Student Dear Coach,

"What I have gotten out of super reading with ongoing practice is my reading speed and comprehension has increased substantially, which is amazing to me as I was somewhat of a sceptic at first.

I strongly recommend this course to all people- dyslexic and non-dyslexic people, as everyone's reading does actually improve, which is quite amazing!"

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My name is Michael Mahony and I am a dyslexic student studying at the University of Cambridge. I understand that SFE is currently debating whether to continue funding the SuperReading course, so I thought I would share my experience of the course with you.

When I first arrived at Cambridge, I received 1:1 support from the Disability Support Centre (DRC) for a term, but I didn't find it very useful. As a result, I did not interact with the DRC for another 2 years.

I took the SuperReading course after Christmas this year. I was sceptical to begin with; however it has more than doubled my reading speed and has increased my comprehension from around 40-90% (I would estimate). This has transformed my experience of University.

"I have never sought support before, and do not feel that I would get much from one-to-one support as I already have a high level of study skills, but Super Reading is something different. Yes you have to get past the very naïf American title, but from my test scores throughout the course my reading speed increased by more than x3 which is astonishing.

I have read a full length novel in an hour, and could tell you a good account of what I read. Medical material is harder as it is more technical but I have now read several textbooks cover to cover which has been a huge help.

Over all I gained a much faster reading speed but also more awareness of what it is to be dyslexic and an increased confidence that you can fundage. I am very grateful that you managed my place on the course and I urge you to please keep funding it for other students as well. Dr. Cooper's research has proven it works and I can tell you from experience it does too.

If you want to talk to me further please feel free to ask any questions. If I can help I will. Yours sincerely, Ms Sinebo Kelly BA

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"I now view reading as fun and interesting. I have a whole library I look forward to going through. Thanks Ron, it's been a blast!"

"I have sped up my reading. I focus on different ways of reading. I like the use of systematic previewing. I had no real reading strategy prior to the course- I never really thought of it before. I didn't really like reading that much as I was suffering from eye strain!"

"I have found that the general strategies taught were particularly helpful. For instance, the Preview-Read-Review will certainly be a procedure that I will use. In addition, the memory rooms strategy will probably become the main part of my revision strategy, along with the info-mapping.

"Super reading has helped me concentrate better and "pull up" what I read more efficiently when I use eye hopping. It has encouraged me to relax around reading. I like using the pattern reading technique. The memory room association strategy is a good lesson in how powerful and meaningful memory is!

Ross Cooper's commentary in class and via email is very useful. Lots of ideas there.

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