

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 top 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.). While the section of the SuperReading course which taught me WHY memory maps (etc.) work and how different people's brains respond to different learning techniques (tactile, auditory, visual) enabled me to understand what worked best for me and expanded the range of options available to me to learn in new and more suitable ways.

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. It was a boarding school of only 50 children and had intensive teaching, and while this helped me in many aspects when I left me it was still illiterate.

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. This helped but it was a way to "cope with" my neurological diversity, whereas SuperReading taught me a new skill set that allowed me to completely bypass the most substantial difficulty in my learning: my processing speed.

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. Or that it would change my life in the way it has.

I have encountered no more substantial enhancement of my learning ability than SuperReading.

Please continue to fund this program. Yours faithfully, Leo (Richard) Glasspool Government & Economics First Year Undergraduate, The London School of Economic and Political Science (LSE)

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. He has been to see every reading and learning expert associated with the San Jose School System. Nothing has ever made much of a difference. This has really held back his learning. He has just barely made it through each grade level, and always at the bottom of his class. I have come to dread going to parent's night to get his report.

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. They say he is smiling when he reads and understands more than most of the other children. They feel the only thing holding back his reading now is his poor vocabulary from being such a poor reader all these years.

However, with the vocabulary building program you have provided, I believe there is already a positive difference there too. I know I must be patient. He is learning his words at an impressive rate, and I see it is only a matter of time before he catches up there as well.

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. Bless you.

Mrs. Marjorie Jackson (Chris' Mom)

Dear Mr. Cole,

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. On top of that, her comprehension was abysmal.

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. After three weeks in your course she was the best reader in her class. By the sixth Super Reading class she was the best reader in her school. By far!

It was gratifying to find out there was nothing wrong with my daughter. All she needed was the right techniques and teacher. What a bargain your course turned out to be! Thank you again for this small miracle.

-Dr. E. Menkin

"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

Glenn Stevens, University of Chichester, BA/MA 12/05/09

"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. ... By the end of the sixth session I was reading 1,846 wpm with 100% comprehension. (It took 13 seconds to read a 400 word article.) I would recommend this course to anyone trying to improve their reading speed along with comprehension. The things I found most valuable were the eye exercises and the testing where one was able to see positive results instantly."

-Nancy F., Administrative Assistant, Legal Dept., HP R.E. went from 92 to 1846

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. The memory room is quite helpful, but the eye-reading and "S" and "Z" reading are most useful to me. The Hop Drop is still a challenge but I'm working on mastering it."

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

-Constantino Dumengane

Dear Sir or Madam,

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 Services 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. During this time, I would regularly work until 12:00-01:00 and, perhaps once a week, would work until 02:00-03:00. Despite these long hours I would normally be graded at a mid-2.i to a low 2.i. The main reason for this is that I was never able to complete the reading in the time I was given. It was exhausting, it was frustrating, and it was undermining.

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. Within three weeks of starting the course my essays were being awarded mid-to-high 2.i's. Since finishing the course I have had to work past 23:00 perhaps twice. I was also able to take on additional extra-curricular activities such as being an assistant stage manager for "TEDx Cambridge University 2014". But the best thing about taking the course is that I feel I'm capable of it finally consistent with my university is telling me I'm capable of it.

As I understand it, speed reading courses receive mixed reviews from dyslexic students. However, based on my experience, I think they should at least have the chance to try the SuperReading course.

Kind regards,

Michael Mahony

Dear DSA adviser,

I am a medical student at the University of Leicester. I completed the course just before Easter and I wanted to give my feedback on the course to help with your review. I have always been a slow reader and has always been a huge disadvantage at all levels of my education but since beginning my medical degree in September of 2013 I had a noticeable effect on my ability to keep up with my non-dyslexic peers.

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. I failed my first exam before I started the course, as I was just not able to keep up and fell badly behind. I am just about to sit my next exam and though by no means certain of passing I am in a far better position now, and that is down to this course.

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 manage. I am very grateful that you funded 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 Sheroe Kelly BA

"From the first week I knew the SuperReading course would be of great value to me! I now know I have never been taught to read properly. As reading has not been my strong point, over the course I have gained confidence and understand how to get the most out of reading.

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!"

Yours sincerely,
-John Tutt, London South Bank University, Dyslexic Student

"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 about it before. I didn't really like reading that much as I was suffering from eye strain!"

-Adrian Teasdale, dyslexic reader

"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.

I also found the visualization strategy very positive."

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"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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Now it's five months later and I'm getting all A's with a B+ in mathematics. That's up from a C the other years.

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I just wanted you to know that the SuperReading program has made the biggest improvement in my life ever. Now it's the brain box I wasn't born that way like David, but I've made up the difference. THANK YOU!!! It really feels good now to be me.

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Dear Mr. Cole,

Yesterday after the class I remarked how my daughter Valerie was reading a book in her room last Saturday afternoon. You smiled and said that was great. What you don't understand is that this is a 15-year-old girl who's never picked up a book in her life! She was glued to the book and so happy to be reading. I thought to myself, who is this academic kid and what have they done with my daughter?

Whatever you're doing in that class it's working. She loves to read books now and prefers it to staring at social media all day. My jaw is on the floor. I also have tears in my eyes. This means the world to me. I can actually see a bright future for her. Just don't tell her I said that! "Oh mom, you're SO embarrassing!" Thank you. Amazing. Thank you.

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