

# BRIDGING THE GAPS

## DYSLEXIA CENTER

A F U L L S E R V I C E C E N T E R

### Dyslexia

We screen for dyslexia and provide an Orton Gillingham structured literacy program that is explicit, multisensory, systematic, and sequential where reading and spelling are taught together.



### Dyscalculia

We build foundational math skills with our structured multisensory and systematic curricula.





### ADHD/Executive Function

Our BrainWorks Cognitive Skills program focuses exclusively on training the underlying cognitive skills that make learning possible. We help people learn better by improving their cognitive functioning.

### Irlen Syndrome

We screen for Irlen Syndrome (light sensitivity) and provide the tools to make reading more comfortable.

## WHAT WE OFFER

One-on-One Tutoring		In-person and Remote Instruction Available
Evidence and Research Based Curricula		Homeschooling Ministry
Trained Learning Coaches		Nonprofit Discounted Rates
Training for Parents, Tutors, Teachers, and School Admins		Partial Scholarships Available (based on financial need and availability of funds.)

## CONTACT

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(501c3 nonprofit organization)  
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### THE BRAIN WORKS COGNITIVE SKILLS PROGRAM HELPS WITH...

#### PROCESSING SPEED

The pace at which we take in information, make sense of it, and begin to respond. The ability of the brain to respond within a given time frame. Weak processing speed is often a problem for students who have difficulty with reading fluency.

#### DIRECTIONAL ORIENTATION

A necessary skill needed to identify the positions of structures relative to other structures or location. Seeing "b" as "d," or "p" as "q," reading "was" as "saw," writing from right to left and not knowing right from left are all symptoms of low directional skills.

#### CROSS-PATTERNING

Engages both hemispheres of the brain to help activate more neuropathways for the brain to communicate. Cross-Patterning is the epicenter of most processing abilities and allows free open communication between the right and left brain hemispheres which is a vital skill in retention.

#### FIGURE GROUND

The ability to focus on the "figure" or the important stimuli against a background of competing stimuli. The volume of stimuli coming to the brain at any given time is incredible. This skill is needed to maintain concentration while being distracted.

#### AUDITORY DISCRIMINATION

The ability to recognize similarities and differences in the different parts of language.

#### CONCEPTUALIZATION

Allows us to take abstract concepts to concrete to get to the real meaning of how something is structured and how to apply it.

#### FOCUS/CONCENTRATION

Being able to give the appropriate attention to a task until it is completed. A student's ability to keep the eyes and mind on a task long enough to gather all pertinent information can have a profound effect on how the student learns.

#### TRACKING

The ability for the mind and eyes to gather all necessary pieces of information. One of the major visual skills needed to perform the act of reading is the ability of the eyes to track. During the act of reading, the eyes must accurately follow the lines of the text and move precisely from one word to the next.

#### VISUAL SPATIAL AWARENESS

How we recognize space and the positions and shapes of objects in that given space. This is the skill we use in determining where we are in relation to our physical and emotional world. Frequently, low positioning will cause an inaccurate perception of one's relationship with others. The skill of size is the skill we use in understanding volume. When perception is too large, tasks may be seen as overwhelming. When perception is too small, tasks may be left to the last minute when completion is impossible.

#### WORKING MEMORY

Allows us to process and transfer new information from short term memory to long term memory.

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