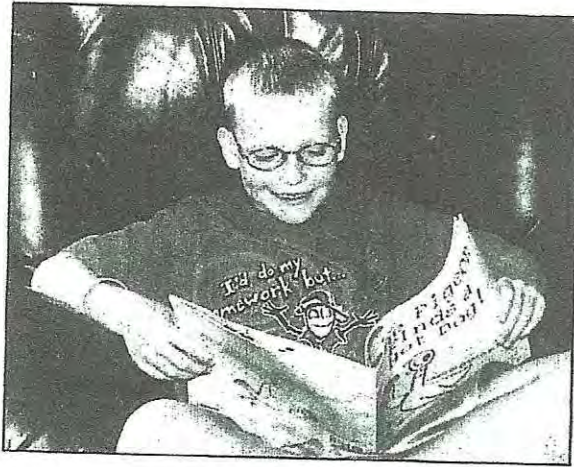


The Path to Learning Requires Fluency

While you're thinking about that, here is Adam—one of our third graders.



Adam's reading struggles
are over! His eye muscles
are now strengthened, so
learning is now enjoyable,
as it never was before.

S. L.
mom

Maime

They can finally read.

"Debbie and vision therapy have given the gift of a lifetime — my son's spirit renewed. To see his confidence grow and watch him enjoy life without overshadowing fear and frustration has been remarkable."

Janet Eugley 

Maime

To FVYD Comments from students

y6,99 Natalie - I said that with ~~these~~ glasses I ~~can~~ see the letters and words better than I use to when I read

y6,99 Maripie I like my ~~Glasses~~ ~~GLASS~~ I can read better now I can see better, ~~I~~

I can see Better
I don't Fall Terra
no more I can read Better

I can see the word
Better and I don't
skip lines
I can read the
words but I
don't know what
they mean
Terra

Originally presented in script, this Translation for those who do not read script:

Olga worked with FVYD- selected youth from normal Mainstream classrooms & also Special Service youth-for this 1st program in Carver Middle School).

Hi my name is Olga Perez, I am a Language Facilitator at Carver Middle School. When I first started working with Future Visions, I was worried that this Program would interfere with my work and I feared that it would not really bring results. As time passed I can say I am proud to be part of this Program because I've had the experience to see how much these children can improve when they are able to read and comprehend what they are taught. This method has given them the self-esteem they needed to be successful in school.

Hi my name is Olga Perez, I am a Language Facilitator at Carver Middle School. When I first started working with Future Visions, I was worried that this Program would interfere with my work and I feared it would not really bring results. As time passed I can say I am proud to be part of this Program because I've had the experience to see how much these children can improve when they are able to read and comprehend what they are taught. This method has given them the self-esteem they needed to be successful in school.

FVYD Pres. from Science and Art Teacher on Student who had been included in our FVYD short-inclusion program

Dear DM, FVYD

I have witnessed a great change in Marjorie since Jan 20, 1999. She use to have her head down most of the class period, and often made notes and pictures of sad feelings. Now she sits up, head up eager to be on task, always trying to get her responsibility done. Her level of writing physically and academically have improved. Her confidence in the class is far surpassed where she was 9 months ago. The fellow students used to pick on her endlessly, I see that no more. This has given her a real choice about the rest of her life, it is like witnessing a flower beginning to blossom.

~~X~~ Teacher of Science and Art
Robin Neeley
Delray Beach Academy

Robert Miller
9-7-99
Re: M. C.
I have witnessed a great change in Marjorie since January 20, 1999. She use to have her head down most of the class periods, and often made notes and pictures of sad feelings. Now she sits up, head up eager to be on task, always trying to get her responsibility done. Her level of writing, both physically and academically have improved. Her confidence in the class is far surpassed where she was 9 months ago. The fellow students use to pick on her, endlessly, I see that no more. This has given her a real choice about the rest of her life, it is like witnessing a flower beginning to blossom.
Teacher of Science, Art
Robin Neeley
Delray Beach Academy

Student Katie Grade 5
 Teacher Mrs. STEVENS Date 9-14-94

Place a check in the first column which indicates any behaviors you have observed or are concerned about and return to _____ as soon as possible. Thank you.

I-PHYSICAL SYMPTOMS

COMMENTS

- Bruise(s)
 Chronically soiled clothing
 Poor eye contact
 Enuresis (bedwetting)
 Stuttering
 Thumb sucking (at an inappropriate age)
 Inappropriate clothing (weather)
 Excessive physical injuries, many complaints
 Glassy, bloodshot or shiny eyes
 Uncontrollable crying
 Sleeping in class
 Excessive body odor
 Perspiration (profuse)
 Excessive/Loud make-up

II-BEHAVIORAL SYMPTOMS

COMMENTS

- Poor peer interaction
 Physical aggression toward peers
 Crying spells
 Defiance or rules/authority
 Frequent trips to nurse
 (constant complaining about illness)
 Frequent trips to restroom
 Inattentive in class
 Isolated/withdrawn
 Verbally negative towards authority
 Frequent tardiness
 Inappropriate sexual behavior
 Temper outbreaks
 Throwing objects
 Fearful of authority
 Verbally abusive towards peers
 Destructive
 Long periods of absences
 Appears bored (not actively engaged in class)

...continues on back

**One Month later- In School with the WOODCOCK READING
 Mastery score of 3.4 (3rd Grade; 4th Month) nothing has
 changed.**

SYMPTOMS WE OFTEN DO NOT SEE

This is a view of what some of these children see. Each child we worked with had vision issues. Our selection process found the children. The screening process found those we could help with the program. The program fixed the problems. (For some of these children there was movement in the letters also)

- The **bbboy rrran** down the **rrroad** after the **bbb** all.

» (b r & digit span)

- **TTTT**The boy ran down the road after the ball. **HH**He hoped the other kids would let him play in the game. **TTT**They yelled at him instead.

— White space at each beginning of sentence, digit span issues

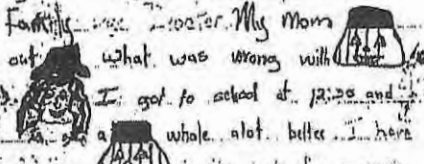
- **The boy ran down the road after the ball.**
- **The boy ran down the road after the ball.**

» Shadow or...

» Movement of sentence and/or the individual letters

- **The boy ran down the road after the ball.**
- **The boy ran down the road after the ball.**
- **The boy ran down the road after the ball.**

Journal
 Today is Oct 26, 1994. My Mom found out what was wrong with my eyes. I got to school at 12:30 and my foot is a whole alot better. I have a canker sore in the back of my mouth. Halloween is in four days. I can't wait it is coming so soon. it files to nice outside it is great.



"Today is Oct 26, 1994... My mom found out what was wrong with my eyes."

She got to school late, 12:30 pm (picture with arrow of me angry hairy).

And, it also says, "...and my foot is a whole alot better (She was on crutches at the time and had been for week She didn't use them the next day.) Then she wrote, "I have a canker sore in the back of my mouth."

She is excited about Halloween being only 4 days away "...it files (feels) really nice outside". "It is great."

So that "Angry Man" (pictured above) was me....

MY ANGER SOON PASSED

Katie was fine now, just with the knowledge of the vision problem, she knew that these problems at school were not her fault.

Comprehensive Form



KAUFMAN TEST of EDUCATIONAL ACHIEVEMENT

by Alan S. Kaufman &

Nadeen L. Kaufman

Student's Name KATIE M
 Parent's Name _____
 Home Address _____ Home Phone _____
 Grade 7 Teacher _____
 School Carver Middle Examiner _____

Test Date Year 99 Month 5 Day 23
 Birth Date Year 83 Month 11 Day 30
 Chronological Age Year 17 Month 5 Day 23

INDIVIDUAL TEST RECORD
 * AFTER SKILL RECOVERY

COMPREHENSIVE FORM SUBTESTS Mean = 100; SD = 15	RAW SCORES			Standard Score* Table	Band of Error % Confidence Table 5 or 6	%ile Rank Table 7	Other Data
	Reading Composite	Mathematics Composite	Battery Composite				
Mathematics Applications		52	52	120	=		Grade Equiv. Above 12.9 7.2 7.5 8.3 * Above 12.9
Reading Decoding	43		43	90	=		
Spelling			33	98	=		
Reading Comprehension	36		36	103	=		
Mathematics Computation		53	53	129	=		
Sum of Subtest Row Scores	79	105	217				

Transfer sums to Composite Scales.
Sum of Subtest Row Scores column.

*Standard Scores Derived from (Circle the table used):
 AGE GRADE
 Fall Norms (August-January) Table 1 Table 2
 Spring Norms (February-July) Table 3 Table 4

COMPREHENSIVE FORM COMPOSITE SCALES Mean = 100; SD = 15	Sum of Subtest Row Scores	Standard Score* Table	Band of Error % Confidence Table 5 or 6	%ile Rank Table 7	Descriptive Category	Other Data
Reading Composite	79	100	=		7.7	
Mathematics Composite	105	105	=		Above 12.9	
Battery Composite	217	109	=		9.6	

GLOBAL SKILL COMPARISONS	Reading Composite	Mathematics Composite	Standard Score Difference	Circle the Significance Level
Reading Composite				NS .05 .01
Reading Composite		Spelling Subtest		NS .05 .01
Mathematics Composite		Spelling Subtest		NS .05 .01
SPECIFIC SKILL COMPARISONS	Reading Decoding	Reading Comprehension		NS .05 .01
Mathematics Applications		Mathematics Computation		NS .05 .01

AGS

Grade 7 recycled paper

* AFTER EYE FUNCTION TRAINING
 Special Services for her are OVER!

MANUEL GORPORAN

Manuel is a Hispanic child; his problem was simple to fix like the others. His parents had lost hope like the others. This kid has been in detentions often and held back in grade. He was retained in eighth grade. He wants to tell you about his past and how much trouble he had caused in school because now, he is proud of his recent accomplishments. He has just gotten an "A" on a report he has written on an important Hispanic person—a report he has done in Language Arts-English class. He was also given rewards for his great improvement in his general performance in school. His behavior improved also. His special education services were dropped the following marking period. They were successful???

He is playing baseball much better now as well. (Maybe because he can now see the blackboard from the back of the classroom)!

Can you hear him?

CHRISTOPHER LAFLIEUR

Chris struggled greatly in school. He was assisted with special services in reading and speech and language. Chris was considered borderline on IQ tests. He was generally quiet and subdued, had no friends. He had once been suspended from school and occasionally was provoked into fights.

Chris just made the Honor Roll, not in special classes, but in normal classes. He is no longer assisted with speech and language services. He is an ADD kid, although his

symptoms of ADD have disappeared. Chris wants to talk... he speaks very softly.

Can you hear him? (If not, hear his mother. She went back to school to get her degree so that she could also help us. She also has written several letters to the governor on the merits of this program.)

Then I began to remember the notes that these kids and their parents had written to me at the end of the program. The following notes are here for you to read:

Dorcas ~~name~~ (Sincerely) 10/21/93

Dear Mrs. Miller, I think your program ... helped me very well. My grades were okay.

Better than last time. I wear my glasses

Some times I forget them at home some times

But I do wear them. I'm doing very

well with my school work. It's pretty

easy and my teachers are also cool

at sometimes. I took the test with my

Cousin. It was pretty easy and very

long. My glasses are broken they just need

a screw making them. I will get them

fixed

Sincerely

Dorcas LaFlieure

Thanks for all your help and

all the attention. I really

loved it