



ACCESS SCHOOL
AND THE



Arrowsmith
PROGRAM

Strengthening Learning Capacities®

Grades 4 to 8 / McKay Scholarship Approved
Adult program also available

A school for students with learning disabilities

- *We strengthen learning capacities*
- *We rewire the brain and neuropathways*

ABOUT ACCESS SCHOOL



Access is a clinical school with a rigorous neuroplastic program called Arrowsmith, intended for student with cognitive issues, also known as learning disabilities. Our first goal is to stop learning dysfunctions.

We accept McKay Scholarship

We do not serve students with emotional/behavioral disorders. Autistic students must be high functioning.

CONTACT INFORMATION

Hours of operations:	8:00 to 3:15
School Calendar:	Closely matches Broward Schools
Director:	Claude LeFrancois
Email:	Admin@AccessSchool.net
Telephone:	954-680-9494
Access Website	www.AccessSchool.net
Arrowsmith Website	www.ArrowsmithSchool.org
Address:	4801 S. University Davie, FL 33328

YOU

You want your child to succeed.

Your child experiences difficulty in class.

Your child may have one or more learning disabilities.

Your child is average or above average of intelligence.

You are looking for a program to stop learning dysfunctions.

US

We want your child to succeed.

Our primary focus is to address learning issues.

We are a lab school for students with learning disabilities.

We operate a day school specializing in *neuroplasticity*.

Neuroplasticity, or brain plasticity, is a term that means "changeable".

We use a neuroplastic program called Arrowsmith because it works.

This program will correct the underlying causes of learning issues.

This program can be completed within 2-3 years, without regression.

This program delivers intense mental exercises & cognitive retraining.

The exercises will start to rebuild, add, or reorganize neuropathways.

IMPORTANT FACTS

Learning disabilities are growing at an alarming rate.

1 out of 50 children have a proven neurobehavioral disorder.

Attention Deficit is the leading disorder in the world for children.

Neurobehavioral disorders in many children are a leading epidemic.

Neuroplasticity is the key to modulate, improve or stop this epidemic.

LIGHT AT THE END OF THE TUNNEL

Your child no longer has to struggle with:

Math	Writing	Reading
Dyslexia	Dysgraphia	Dyscalculia
Visual Memory	Comprehension	Working Memory
Auditory Memory	Logical Reasoning	Auditory Processing
Non-verbal Learning	Attention Deficit	Disorder (ADHD)

IMPORTANT HIGHLIGHT

Access School specializes in the Arrowsmith Program.

The Arrowsmith methodology does not make false promises to resolve learning issues instantly.

The integrity of the program lies in the fact that it requires at least 6-7 months of dedication, in order to make neuroplastic changes.

Long-term programming in this program impacts positive changes in academics, self- confidence, well roundedness and social awareness.

ABOUT ARROWSMITH

This 30 year-old program builds on recent advances in brain science, confirming that the brain can be taught to rewire itself.

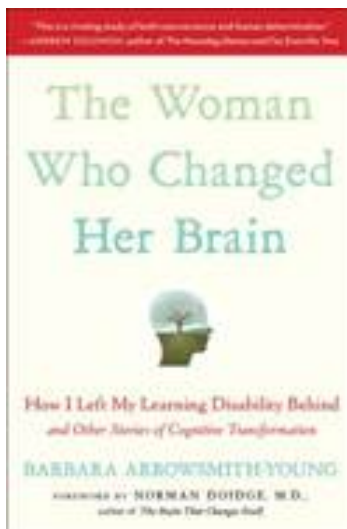
This program does not allow students to compensate for their specific learning dysfunctions. Instead, it focuses on strengthening the underlying weak cognitive areas, thereby improving the neurodevelopmental capacity.

By completing a variety of paper, computer and auditory exercises daily, students strengthen specific cognitive functions by slowly remediate reading, writing, math, planning, attention, memory, and the acquisition of social skills.

The objective of this program is to reorganize neurological connections, in order to become better focused, improve academic performance, enhance communication, allow critical thinking and ameliorate social interaction skills.

HOMEWORK FOR PARENTS

Parents subscribing to our program must read the following book:



Readily available online

The Woman Who Changed Her Brain

by Barbara Arrowsmith-Young

Read this inspiring story on brain transformation and Barbara Arrowsmith's miraculous work on solving learning disabilities altogether, including her own.

A GLANCE AT THE PROGRAM

Each student receives a 4-5 hour assessment.

The assessment will define the exact disabilities / severities.

The assessment will also define the actual individualized program.

The program requires mostly two years to attain successful changes.

Candidates are reassessed in May, providing enrollment for year 2.

Each cognitive program has a series of graduated tasks.

There are more than 12,000 levels across all programs.

The levels are designed to address specific cognitive functioning.

Students must meet mastery criteria to advance to the next levels.

Results occur from accuracy, consistency, speed, and automaticity.

Based on progress, the program is modified throughout the year.

Upon completion of the program, students will be able to:

- reintegrated into a full academic curriculum
- capitalize on their increased learning capacities

Upon completion of the program, students will not require:

- curriculum/program modifications
- extended special education assistance

*Students may still require extra time on major assignments or testing

HOW LONG DOES IT TAKE?

The program usually requires 2 years.

The length also depends on the number of disabilities assessed.

It can also depend on the severities associated within the disabilities.

Another factor will be a student's dedication, effort and engagement.

Students proudly leave the program feeling that "things" make sense.

WHEN CAN MY CHILD START?

Anytime, once a student has been identified as an appropriate candidate.

Enrollment is continual but Toronto approves the licensing right for every student.

WHAT ABOUT ACADEMICS

Students receive daily instruction in Math and Language.

Science, Social Studies and Art are blended with Language Arts.

Academics are limited to 120 minutes to prioritize Arrowsmith work.

Arrowsmith cognitive exercises require at least 200 minutes per day.

Academics are designed to accommodate deficits and learning style.

DELIVERY AND IMPROVEMENTS

The program will yield the following methods and improvements:

Paper Exercises

- motor skills related to the mechanical aspect of writing
- skills required for written communication
- organization and planning
- executive function
- skills required for non-verbal communication

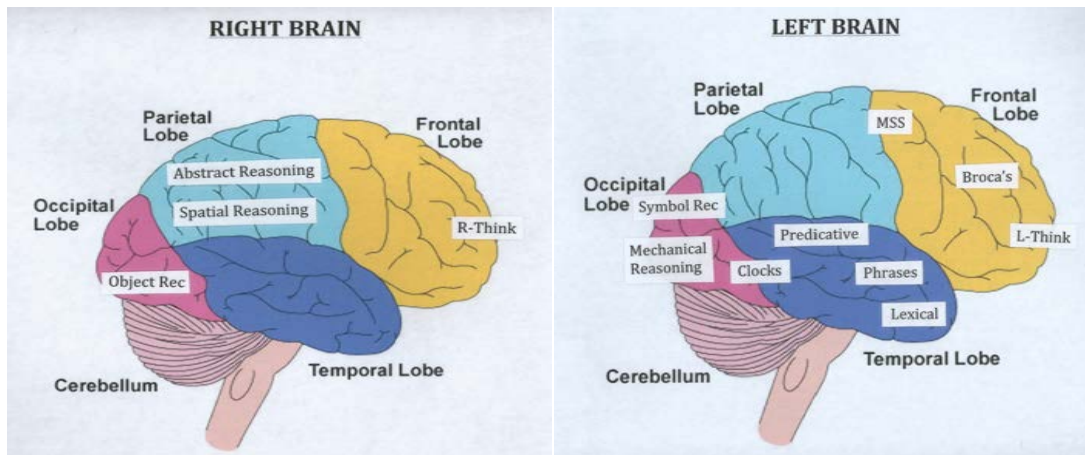
Auditory Exercises

- short and long term auditory memory, phonemic memory
- oral and written output, vocabulary development
- increased ability to hold and process information (working memory)

Computer Exercises

- logic, numeracy, reason,
- comprehension, reading, visual memory
- symbol recognition, pattern-face-landmark recognition

SEE THE IMPACT OF OUR WORK



IMPACT OF COGNITIVE FUNCTIONING ON ACADEMIC AND SOCIAL SKILLS										
TECHNICAL NAME	COMMON NAME	AREA OF NEURODEVELOPMENT								
		Read	Spell	Vocab	Write	Math	Science	Speech	Social	Organize
MOTOR SYMBOL SEQUENCING	Word & Tracing	X	X		X	X	X	X		
SYMBOL RELATIONS	Clocks	X		X	X	X	X	X	X	X
MEMORY FOR INSTRUCTIONS	Phrases	X	X	X	X	X	X	X		X
PREDICATIVE SPEECH	Pred	X		X	X	X	X	X	X	
BROCA'S SPEECH PRONUNCIATION	Broca's	X	X					X		
SYMBOLIC THINKING	Main Idea OR L-Think	X		X	X	X	X	X		X
SYMBOL RECOGNITION	Symbol Rec	X	X			X	X			
LEXICAL MEMORY	Lexical	X		X						
ARTIFACTUAL THINKING	R-Think OR Picture Thinking								X	
OBJECT RECOGNITION	Object Rec								X	
SUPPLEMENTARY MOTOR	Sup Motor OR Mental Math					X				X

ASSESSMENT CHART & PROCESS

- 1- Students are tested in the following areas.
- 2- An individual program is prepared based on the assessment results.
- 3- The individual program is review with every parent.
- 4- The program will show cognitive weaknesses and related severity range.
- 5- Students are retested yearly, only if returning or completing the 2nd year.

The Severity Chart is as follows:

Very Severe Severe Severe Moderate Moderate Severe Moderate Mild Mild Moderate Mild Mild Average Average Mild Average Above Average

LEARNING PROFILE	SUMMARY DETAILS
Cognitive Function	Common Features
1 Motor Symbol Sequencing Difficulty learning and producing a written sequence of symbols	Messy handwriting, miscopying, misreading, irregular spelling, speech rambling, careless written errors in mathematics, poor written performance
2 Symbol Relations Difficulty understanding the relationships among two or more ideas or concepts	Reversals of 'b'-'d'; 'p'-'q', difficulty reading a clock, needing to reread material to comprehend it, problem understanding cause and effect, trouble with mathematical reasoning
3 Memory for Information/Instructions Difficulty remembering chunks of auditory information	Trouble remembering oral instructions, difficulty following lectures or extended conversations, problem acquiring information through listening
4 Predicative Speech Difficulty seeing how words and numbers interconnect sequentially into fluent sentences and procedures	Problem putting information into one's own words, speaking in incomplete sentences, difficulty using internal speech to work out consequences, trouble following long sentences, breakdown of steps in mathematical procedures
5 Broca's Speech Pronunciation Difficulty learning to pronounce syllables and then integrate them into the stable and consistent pronunciation of a word	Mispronouncing words, avoiding using words because of uncertainty of pronunciation, difficulty thinking and talking at the same time, flat and monotone speech with lack of rhythm and intonation, limited ability to learn and use phonics
6 Auditory Speech Discrimination Difficulty hearing the difference between similar speech sounds, e.g., 'hear' – 'fear', and 'clothe' – 'clove'	Mishearing words and thus misinterpreting information, difficulty understanding someone with an accent, extra effort required to listen to speech
7 Symbolic Thinking Difficulty developing and maintaining plans and strategies through the use of language	Problem being self-directed and self-organized in learning, limited mental initiative, difficulty keeping attention focused on task to completion, trouble seeing the main point and limited problem solving ability
8 Symbol Recognition Difficulty in visually recognizing and remembering a word or symbol that has been seen before	Poor word recognition, slow reading, difficulty with spelling, trouble remembering symbol patterns such as mathematical or chemical equations

9 Lexical Memory Difficulty remembering several unrelated words	Problems with associative memory, trouble learning how to read due to difficulty associating the word with its sound, trouble following auditory information
10L Kinesthetic Perception (Left Side) Difficulty knowing where one's body is in space and in recognizing objects by touch	Awkward body movements, bumping into objects due to not knowing where body is in space relative to objects, uneven handwriting with variable pressure
10R Kinesthetic Perception (Right Side) Difficulty knowing where one's body is in space and in recognizing objects by touch	Awkward body movements, bumping into objects due to not knowing where body is in space relative to objects, uneven handwriting with variable pressure
11 Artifactual Thinking Difficulty registering and interpreting non-verbal information	Problem interpreting non-verbal information such as body language, facial expression and voice tone, difficulty registering and interpreting one's own emotions, weak social skills
12 Object Recognition Difficulty in visually recognizing and remembering the details of objects	Trouble finding objects, problem remembering visual cues such as landmarks, difficulty remembering faces and recalling the visual details of pictures
13L Primary Motor (Left Side) Difficulty with the speed, strength and control of muscle movements on one side of the body or the other	Poor muscle tone which results in some degree of awkwardness and slowness of body movement
13R Primary Motor (Right Side) Difficulty with the speed, strength and control of muscle movements on one side of the body or the other	Poor muscle tone which results in some degree of awkwardness and slowness of body movement
14 Quantification Sense Difficulty carrying out internal sequential mental operations, such as mental mathematics	Finger counting, trouble retaining numbers in one's head, difficulty making change, problem learning math facts, poor sense of time management

The cognitive exercises listed above are called LABS and their purpose is to change:

	<i>Labs assigned to achieve the change</i>	<i>Activity type</i>
1- Fundamental Academic Areas	Motor Symbol Sequencing Symbol Recognition Broca's Speech Pronunciation Lexical Memory Memory for Information & Instruction Quantification Sense	paper computer auditory auditory auditory computer
2- Higher Order Capacities	Symbolic Thinking Artifactual Thinking Symbol Relations Predicative Speech	paper paper computer auditory
3- Additional Areas of Note	Auditory Speech Discrimination Kinesthetic Perception Object Recognition Primary Motor	auditory paper computer (NA)

THE PROCESS

1

Read *The Woman Who Changed Her Brain* - Barbara Arrowsmith

2a

Request the document called **The 19 Learning Disabilities** (19 LDs)

2b

Using the 19 LDs document, highlight the areas affecting your child.

3

Schedule a school tour to see and experience the program in action.

4

Schedule 30 minutes for your child to be interviewed by the school.

5

Complete and submit all school enrollment forms & agreements.

6

Pay the required deposit, in order to activate license & assessment.

7

Schedule a 4 to 5 hour assessment date for us to administer testing.

8

Get DH3040 (Physical) and DH680 (Immunization) from physician.

9

Submit the 3040 & 680 forms prior to the 1st day of school.

10

Instead of the 680 form, an official religious exemption is acceptable.

Note: *The 3040 expire every two (2) years*

ADMISSION FORMS TO SUBMIT

The following documents are required to be fully enrolled.
Health forms can be submitted as late as August 1.

MCKAY PARENTS ONLY

- _____ McKay Affidavit
- _____ District Verification Form (when leaving a public school)

ALL PARENTS

- _____ General School Registration
- _____ Arrowsmith Disclosure
- _____ School Consent Form
- _____ Request for Records
- _____ Copy of child's birth certificate
- _____ Copy of Drivers License (& any transporting driver)
- _____ Student Data Collection Form (Dept. of Education)
- _____ Contract

SUPPLIED BY: A FLORIDA PHYSICIAN / DEPT OF HEALTH

- _____ Health Form 3040 - (expires every 2 years)
- _____ Health Form 680 Immunization (or Religious Exemption)

*** Health forms must submitted prior to entering school**



TESTIMONIALS

We registered JK into his current grade at Falcon Cove Middle School. JK has done really well in his ESE re-evaluation with Broward Schools and also the reading test conducted by Falcon Cove middle school, placing him at his exact grade level. Wow!

We really appreciate all the support JK received from Access School during his 2 years. Also, we are 100% sure that Arrowsmith program helped JK to improve his skills and to bring him up to his grade ability and level.

Once again we thank you for all your support.

Thanks & Regards
Prasad Josyabhatla, VP
Citibank

Dear Mr. L,

My biggest worry, for Tammy, before Access School, was that her auditory processing problems would lead her into trouble and possibly become vulnerable.

I have seen such a change in her. Her zero tolerance for bullying and for discrimination makes me so proud. And I have seen how maturely she has handled so many situations this year. She is now more focused and goal oriented. She changed from wanting a career as a rock star to seeking college, possibly to become a speech pathologist or a special education teacher. I truly believe that this transformation is related to Access School and the Arrowsmith program.

I will be forever grateful,
Thank you and have a wonderful summer
Laurie



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