**Visionary Reading – Your Questions Answered**

**Q and A with Esther Friedman**

\* Has your child been struggling to learn to read, and falling farther and farther behind with traditional tutoring?

\* Is *kriah* harder for your son than English reading?

\* Was your daughter an early talker, but her reading now seems to be coming to a standstill, with her confidence surging downward as well?

\* Does your child seem to have specific difficulty with certain types of tasks, and you can’t figure out how they’re all connected?

\* Do you feel the school is saying one thing and you see something else and you just don’t know how to put it all together?

Visionary Reading can help you address all of these problems. Here’s what director Esther Friedman has to say on the topic.

**Your slogan is “‘Reading’ children, one reader at a time.” Are children so different from each other that they each need to be “read”? How do you complete step # 1, FIND IT?**

Our process of “finding it” can bring you to the next steps of helping your child, since we use both formal and informal testing to figure out the underlying issue affecting him or her. For example, we recently treated a second grader with a terrific immediate memory, yet has significant trouble manipulating numbers, tends to forget names when retelling a story, and has trouble with following certain directions in the classroom; a first grader who loses momentum as she reads, is better at Hebrew reading than at English reading, and seems to have stomachaches when reading at school; and a kindergartener who displays behavior issues in the classroom, tends to self-correct when sounding out words, but seems to have no academic issues. All three of these children have specific underlying difficulties that were discovered and addressed, resulting in bright and happy children who can now soar into adulthood as confident members of society.

**You mention in your ad that your instruction is both personalized and research-based. Do you use specific programs? How does programming work, and how does it fit into step #2 of your approach, FIT IT?**

As part of “fitting it,” we make sure that the underlying issue addresses everything that is occurring with the child. The dynamics that make up each child need to be matched with the underlying issue to understand it completely. The custom-designed programs we create are research-based, and work to fight each underlying block. We use research to design programs with goals that your child can reach.

**You write in your ad, “Quick results, ask about our 10 for 10 rate of growth.” What does that mean, and how does that relate to step #3, FIGHT IT?**

You’re right, it’s quite unusual to expect the growth rate we have come to know. Here are some examples of our 10 for 10 growth rate: For children who haven’t been successful learning and blending with *nekudos*, we’ve come to expect a rate of 10 *nekudos* in 10 sessions. In addition, for some struggling readers at least a year behind, we expect a growth of 1.0 grade level in only 10 sessions. Why do we have rates of growth like this? We “fight it,” using an approach in which your child is part of the process and sees the results constantly, as he or she gets trained using the FIND IT and FIT IT steps.

**You state that you train in order to reach the last step, FIX IT. Can you summarize what you have to offer to children that are having difficulty with learning or reading?**

Some people think that certain problems can’t be solved. We are visionaries because of our passion based on experience that all children can overcome their learning problems through “reading” them, figuring out what’s stopping them from achieving success, and setting up a plan to ensure success. Through training and remediation, we are able to fix the underlying portion of the brain that isn’t working effectively while remediating the problem skill. We also offer consultations to homeschooling parents. Training ends when all parts of the brain work together effectively so that remediation has occurred and the child can learn and grow effortlessly. We offer the option of fluency group programming as well, where students can receive personalized training in a group setting. As part of our expertise, we’ve created our own programs that address the underlying obstacles encountered by parents and teachers during the learning process.

***For happy and willing references for your area of need, text (443) 683-1994****. We offer no-obligation phone and email queries or consultations. See below for details of our first-ever training event.*

ATTENTION: PARENTS, TEACHERS, ADMINISTRATORS

HOLD THE DATE for OUR BREATHROUGH EVENT, “Letter Sounds That Stick,” on November 27, 2016

**Free** seminar on the reading program used successfully to teach all students their *alef-beis* sounds once and for all.

RSVP required: egfriedman@gmail.com