High Performance Thinking ® - Span Power™

You Can Conquer Information Overload

By Crossing The Bridge To Achievement ®

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Preface

High Performance Thinking ® (HPT) will help you identify, understand, and improve your own memory and critical thinking skills, so you can use mental expansion tools to advance in your career and taste success. You may also use the HPT insight and techniques to help a son, daughter, or another family member, move ahead and take control of their life.

As a parent, former teacher, and business consultant, I found that traditional ways of learning were not enough. The needs of others inspired me to create innovative methods to learn and follow technical procedures and verbal instructions faster and easier.

The Bridge To Achievement® (The BTA) training has helped countless others discover that they can be more than was seemingly possible. Although technically referred to as a cognitive retraining system, this mental expansion is merely brain stretching learning a specific coding and chunking system how to follow instructions and procedures with automaticity. You will learn how to apply high speed mental scanning to create multi-layered thoughts, or Contrapuntal, Parallel-Thinking. For three decades. The BTA® has been expanding Short-Term Memory and mental agility of individuals ranging from gifted students, ADHD learning disability individuals, to business executives. The scientifically validated results show that the substantial

gains maintained.

You can become a more accomplished and satisfied person by being more successful in school or career. Also, by improving your work efficiency, you can learn new technologies faster and retrain more rapidly for a new job position. Lastly, High Performance Thinking ® will help you to stay mentally alert and productive through mid-life and retirement years. You can confidently be sharp, and stay sharp!

Prologue

My Story as a Parent and Teacher

Several years ago, I found myself the concerned parent of three children, in grade to high school. Although they were getting along all right, and seemed to be doing good work in school, I wondered if they had what they needed to succeed in college and in life beyond. I wanted to make sure they would have the necessary skills to meet the challenges of a highly competitive and technically oriented society. Then, I quite accidentally discovered a serious problem that would command my attention for years to come. Here is how it happened.

I was an experienced elementary school teacher, and enrolled in graduate school to earn a master's degree in learning disabilities, of which I was a resource room learning disabilities teacher who taught students having a variety of diagnoses.

One of the required courses was statistical measurement mental abilities and intelligence. Needing test subjects, I recruited my three youngsters: Mark, a typical high school student; Christina, who had qualified as gifted, was a junior high student; and Cynthia, a fifth grader. They were available, if not wholly enthusiastic.

I didn't realize it at the time, but I was about to discover a world of information processing weaknesses, of which most of us are unaware. Many parents routinely assume

their children will score high on aptitude tests, but often they do not. Additionally, many parents are not aware of how their children score on nationally standardized achievement tests.

My girls did well on the testing, but to my dismay, sixteen-year-old Mark scored low on standardized auditory listening, following oral instructions, and letter sequencing tests. Alarmed, I began to realize how these lower ability areas must be adversely affecting his high school level schoolwork.

Mark had been an above-average student in grade school, and he was in an advanced reading group. His writing and arithmetic skill were excellent and he scored high in piano competitions. This was a far cry from the difficulty he was now experiencing in high school math classes. Although he had As and Bs in some course areas, he received C- to Ds in algebra. Puzzled, I wondered, if he had been proficient in arithmetic, why was algebra difficult for him?

Not excelling, he had been placed in "general track" courses by his high school counselor. Although he studied religiously, there was little improvement in his grades, and he was discouraged. I knew how he felt, because I had the same problem in high school and college – it was a struggle.

To make matters worse, his high school counselor advised that Mark was “not college material,” and suggested that he enlist in the armed forces for general training.

His frustration and marginal accomplishment level reflected a generally overlooked problem. Many children can "make it" through the intimate structure of elementary classrooms with good grades by compensating for underlying information processing deficiencies. Schools generally teach to the middle of the class – everyone is deemed average or above. There are no learning problems, per se. Students work in groups, helping those who fall behind. Slower students copy down the work of the team mate, not learning the process.

In those early years they typically learn through only one dominant pathway to the brain. They may either look or listen, but are unable to use more than one incoming pathway to the brain in the learning process. Subsequently, many students are primarily visual learners.

Only a handful of students in a classroom have both good listening and visual processing capabilities, which are needed to read, perform advanced math calculations, and understand/integrate complex information. Most of us have at least one learning pathway weakness. Students, their parents and teachers are seldom aware of these shortcomings or how to remediate them. The result is the students are condemned to struggle through their school years and adult working lives.

In graduate school, I began to understand the mental underpinnings of learning problems. Like many other teachers without advanced training, this was new information for me. My research and subsequent statistical data revealed the startling fact that the average listening ability of students in a typical grade school classroom is around the 30th Percentile range. This is low average. With this proficiency level students cannot excel in advanced courses like science and math.

Schools do not routinely test average or low-average performers even though weak areas in their thinking processes are holding them back. Unfortunately, only a relatively small number of trained professionals, with advanced degrees in special education or psychology, qualify to conduct psychological testing and evaluate memory and thinking abilities. And, many tests that measure learning difficulties focus primarily on the struggling learner or those with special needs.

Then, in the more open structure of junior high school, many students with underlying weak processing areas begin to flounder. By the time these youngsters are in high school, they often have serious difficulty with technical or college preparatory

courses. Discouraged, many can drop out. Most at risk are those with an underlying listening deficiency, a visual perceptual problem, or a weak memory system.

As a parent and educator, I have seen children moved through the grades year after year with only minimal effort to identify and improve underlying mental deficiencies that hold them back. They pass through the system, perhaps being "warehoused," never reaching higher proficiency levels.

Not recognizing a learning deficiency, parents and teachers believe the student can do better with more applied effort. They may say, "There is no problem" or, "He should try harder," or, She just has just a bad attitude." I found myself caught in this dilemma with my son, Mark, because he was not a behavior problem, nor did he have a bad attitude.

Through my testing results, I began to understand Mark's difficulties. Recognizing this insidious problem, I committed myself to help as many people as I could. But, trying to correct the information processing weaknesses was another matter. In other words, before I could help, I had to design a workable system.

I had friends who were also worried about the mediocre academic performance of their high school age son, Richard. Both were professionals pursuing doctoral degrees, they were not prepared to accept an under-achiever in their scholarly family. Spurred by our shared concerns, I began to develop a testing and learning enhancement program to help our boys.

After the initial research and design work, I formed a small pilot group for learning skills improvement. I enlisted my children, Mark and Christina, ages 17 and 15, and Richard, who was also 15.

Mark reluctantly participated in "mother's learning class." Not uncooperative, yet using passive resistance, I began instructing in a difficult situation. With Christina visibly placed in gifted classes, the boys quickly concluded and resented that they were the ones requiring training.

However, as Mark competed against Richard and Christina, and won the various brain games of patterning and sequencing, his interest soared. The cognitive skills post-tests soon showed that all three of them had made remarkable gains, even the gifted leader. Now, they were all equally at the top.

Now, with newly enhanced information processing ability, Mark took more challenging college preparatory courses during his senior year. These included German for the foreign language requirement, pre-calculus, chemistry, physics, and advanced English and literature. With a fresh perspective, new confidence, and hard work, he thrived in this more difficult program. I felt I had reached my instructional goals in the nick of time.

Interestingly, they all benefited from the unique training. The word got around. Soon, others inquired about my new program. The widening interest motivated me to conduct more training sessions.

From the beginning, Christina, with her enthusiasm and creative spirit, became the role model for the group. Her bright perspective gave me insight into shaping lesson formats. I asked Christina how she would approach and solve a problem. She would respond, "It's easy, I see it like this," offering her ideas creatively. Her suggestions helped me design exercises to challenge everyone, both kids and adults alike.

I began to think, "If this problem-solving is so easy for Christina, why not teach average people to think like the gifted students?" Using historical puppets as role models, I designed exercises that would improve pattern-detection with visual and auditory sequencing. The games were not only fun, but also taught important mental agility for the entire family, both at home and during vacations.

My younger daughter, Cynthia, while not in the pilot group, was placed in another, and traveled with me for several years, serving as a group leader at field-testing and training sites. She was especially helpful as a teaching assistant in learning disability and brain damage

cases.

There was also a surprise bonus for me in my new program. I found myself improving! Undergraduate school had been difficult for me. Like Mark, I had hidden listening processing weaknesses, and I had to work hard for good grades. Although I compensated well, was an editor of both my high school and college newspapers, I had difficulty spelling and organizing information. With only average short-term memory, it was hard to follow instructions and recall lecture material precisely.

Poor spatial and directionality abilities (mentally organizing and positioning visual shapes in space) bewildered me. A university art instructor advised me to drop the course when I could not draw in perspective. I was miserable because I had put so much effort into the assignments.

Using the program that helped my children, I improved my underlying mental capabilities. Developing underlying information processing skills can offer enhancement to anyone at any age.

Looking back, I realize now I had many of the symptoms of Dyslexia. Many of us have this unidentified malady, or elements of it. Dyslexia includes combinations of word blindness, poor Short-Term Memory, spatial problems, and an inability to sequence information accurately.

Dyslexia was a little-known term in the 1950s and 1960s. Today, many authorities apply the term as a "catch-all" for a multitude of reading and communication problems, including Attention Deficit Hyperactivity Disorder (ADHD). Pills offer a quick answer. High Performance Thinking ® is more than a quick fix, as it solves the problem, by remediating underlying cognitive and memory weaknesses.

Many accomplished people that could be identified as dyslexics, overcame their disability through perseverance and determination. At a young age they were considered

"slow" or "uncooperative students." Among these were Albert Einstein, Winston Churchill, Thomas Edison, and sculptor Auguste Rodin. Through superior underlying intelligence and perseverance, they overcame their learning difficulties and rose to prominence. But, now, through specialized The Bridge to Achievement training, everyone can correct or improve memory and cognitive deficiencies. And, the sooner, the better.

Moving Forward

Today, negatives often beset our daily lives. To make the most of life we need to turn the negatives into positives, and look at our cup as half full, not half empty. It is never too late to move forward.

Since these events happened several years ago, you might be wondering what became of this. The results and outcomes have even surprised me.

Both Mark and Richard won several college scholastic awards, and they graduated with honors in Mechanical Engineering and Journalism respectively, at a Midwestern university. Richard is now national division director for a major pharmaceutical company. Mark worked as an engineer for a prominent aerospace corporation in Southern California who sent him for a master's degree in Business at the University of Southern California. He now is a commercial lending broker for a prominent firm in Orange County, Southern Cal. Christina received presidential appointments during the Bush administration, served as Director of the Presidential Roundtable, was Vice President of Strategic Development for Children First America Foundation in Washington DC. She served as Deputy Assistant Director of the US Office of Education, consulted for Dutko Intergovernmental and Business Consultants, ran for DC City Council, and formed C/H Global Strategies, LLC in Washington DC. Her current consulting firm is: http://www.EdNexusadvisors.com providing strategic counsel to companies and non-profits seeking to navigate complex federal and state education policy to solve K-12 and higher

education initiatives.

Cynthia graduated from high school with honors in 3 ½ years, accepted a lead role in a major action-adventure film, designed and sold novelty sportswear, and then concluded her future required more schooling. Deciding to take the entrance exam at Occidental College in Pasadena, she won a full scholarship in art, math, chemistry, and physics. Upon graduating, she was hired by "E Entertainment", was Creative Director for Steven Spielberg's "Gameworks", and moved to VP Marketing for C & C California/Perry Ellis/Laundry by Shelli Segal. Currently, she is doing her own fashion consulting work with Erlandcreative, and recently launched a canine fashion website, http://www.fridacashmere.com

Today, as a parent of three "power children" successfully trained by The Bridge To Achievement,® many of my other Mem-ExSpan students are also now captains of industry or successful in business/education/science careers. This early start gave me the impetus to help thousands of individuals with the same difficulties. These individuals have all been tracked longitudinally with one-to-three-year reports and published in juried scientific journals.

Consequently, ask yourself: "Could your present levels of information processing capability prevent you from being all that you can be?" My job is to see if I can combine my technical knowledge in cognitive science, psychology, theatre, and education with my creative techniques to help you rise to new heights.

As you read, there will be many references to points already made, and to upcoming chapters. These references will offer perspective, clarity and review. You will enjoy taking a closer look at your abilities while learning how to improve them and take control of your future. High Performance Thinking,® combined with your persistent effort, can dramatically improve your future success, and give you the encouragement to move forward.