Case Study of BrainWare SAFARI in Adult Basic Education

"Janet" is a client at Impact Institute in Fort Wayne, IN, where she has been engaged in learning to read as an adult since April, 2016. Janet is a 46-year old widow, with three children, working on a factory production line. When she began working with Impact, she was reading at a very low fourth-grade level. She worked hard but continued to struggle with the basics of reading, making slow progress. In December of 2016, Impact Institute offered Janet the opportunity to use BrainWare SAFARI cognitive training software to supplement her reading instruction and to help her develop and strengthen the underlying cognitive processes that are needed for learning to read and learning in general.

As of August, 2017, Janet has completed 25 30-45 minute sessions in BrainWare SAFARI, finishing 71 of the 168 levels of the program.

In order to gauge her cognitive improvement, Janet filled out a Cognitive Rating Scale before starting BrainWare. In August, 2017, Janet's teacher felt that it was time to repeat the Cognitive Rating Scale. Below is a summary the ratings in December and August and the changes over the 8 months.

Skill Category	Points 12/2016	Skill Level 12/2016	Points 8/2017	Skill Level 12/2017	Change
Attention Skills	20	Average	23	Above Average	3
Memory Skills	10	Low	17	Average	7
Perceptual Processing Skills	12	Below Average	20	Average	8
Core Executive Functions	10	Low	24	Above Average	14
Thinking and Problem-Solving	20	Average	25	Above Average	5

While Janet experienced improvements across the board in her cognitive skills, the improvement in core executive functions is remarkable. Core executive functions include working memory, inhibitory control, and cognitive flexibility. These skills are highly correlated with academic performance. Improvements of this degree in working memory would likely enable Janet to begin to comprehend what she is reading as she is reading it, rather than having all of her conscious mental processing devoted to decoding of sounds and words.

Janet reports that she is now able to put sounds together as she reads because she can "make her eyes move faster." Scanning for information and taking more information in at a glance will support improved fluency in reading. The gains in perceptual processing skills are consistent with that description of her subjective experience.

Janet's teacher reports that they were both very pleasantly surprised at the substantial gains on the most recent evaluation, and that Janet has been able to write a logical paragraph of three complete sentences.

Janet is now on her way to becoming a reader.