

Five Generations of Research Outcomes and Program Development (R & D)

- The Bridge To Achievement's (The BTA)® Accelerated Learning (AL) *puppets and prosody choral speech rehearsal 24-hour model* was shown to be an effective brain enhancement methodology to help individuals become smarter and work at higher proficiency levels to correct the inability to read, write, speak, spell, calculate mathematical problems, and follow oral directions.
- Few research studies exist on increasing cognitive skill abilities measuring the effectiveness of a specific brain-training intervention with varying demographic groups over *twenty-eight years* of rigorous research and development.
- Since 1989, seven experiments have been published, through juried peer review, by *The Journal of Accelerated Learning and Teaching*, with diverse populations' ages 9-54. Each experiment takes 7-8 years to implement, evaluate, and report; subsequently several ran concurrently. All but one experiment, the adult business groups, which were impossible to post-monitor, had 1-3 years longitudinal verification that the BTA® program's results maintained, and continued to expand.
- *Ten nationally cognitive skills, aptitude, and achievement standardized testing instruments* were administered and inter-analyzed and monitored for a number of years longitudinally by public, private, and parochial school teams, and evaluations made by national testing companies and third-party evaluators.
- The system applies an exclusive contrapuntal mental scanning method through a visual-verbal (think-say) sequencing and chunking rehearsal system. Subsequently, attention and focus are maximized with increased self-confidence.
- Uniquely, all learning styles are improved simultaneously, removing learning barriers creating the integrated, non-differentiated classroom, making teaching easier for instructors. The system specifically improves visual and auditory (listening) memory sequencing and closure, a requirement for learning basic and technical skills.
- Recognized 2001 Landmark Research: A research report by Jan Kuyper Erland published in *The Journal of Accelerated Learning and Teaching* revealed that The BTA® documented hard evidence of +3 to +4-years' immediate growth, for average to high ability learners in five classrooms, grades 4-6 that lasted two-years' longitudinally. The BTA ® obtains results in 48-days (30 minutes daily) in ALL core content areas, primarily in reading and math, including Social Studies and Science.
- The report also revealed that two classrooms (n=44) of low cognitive ability 4th grade learner's, many showed dramatic academic achievement improvement one-two years latently when the subjects were reconfigured into their original

groupings. They continued to make marked growth by matching, and then passed up their class peers in achievement.

- Seven experiments were field tested at twelve national training sites in three geographical areas with small (2-8) and large group (18-35) individualized training classes; with over 2500 individuals' ages 9-55 that had rigorous pre- and-post individualized cognitive skills standardized assessment, evaluations, and conferencing.
- Students were placed in groupings according to pre-tested ability levels and age. The first two 1989 experiments revealed that all age groups, including adults, improved at the same rate and made the same gains, which maintained longitudinally and continued throughout the subsequent experiments. Effect sizes for both cognitive skills and academic achievement improvement for Generations I, III, and IV were intra-analyzed.
- The First Generation field testing documented that disabled or slow students later excelled in college and the workplace. Therefore, The BTA® can help those limited in the workplace having limited skill sets because of marginal information processing capability. Subsequently with specific training, new talent can emerge.
- Academic achievement gains in Experiments VI and VII were 2-4 times faster (24-hours of application in two alternative formats: a 12-Day and 48-Day for classrooms) than other programs' results now on the market. Other programs have + 1 ½ to 2 years growth using random exercises.
- Criterion-referenced testing and written class work verified that a dramatic mental skill turning point is evident after just twelve hours of BTA® training.
- In a 14 classroom-two control group study, four classrooms (a high achieving 4th grade, an average achieving 6th grade, and two low achieving, 4th grade classes) adhered to implementation policy. Schuster and Gritton determined that Accelerated Learning practice needed to be followed only 50% of the time to obtain results. Yet, they still obtained post-test and one-and two-year longitudinal scores beyond the two higher-ability Alternate Media Activity (AMA) control groups. The scores of the low-achieving fourth grade students advanced to grade level and beyond, whereas the higher ability level AMA controls, although had initially robust scores, later stagnated.
- A sixth grade group of average students nearly doubled the scores longitudinally of a gifted and talented class, which did not apply the creative prosody, choral speech, and puppetry elements.