

## Berard AIT Supports Speed Reading Training Program

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**Objective:** The purpose of this study was to determine if reading speed (words/minute) and reading comprehension is improved when students complete a 10-hour program of Berard AIT before being trained in speed reading.

**Method:** Thirty mainstream students, age range 10-17 years, of mixed gender, were divided into two groups: 15 students had Speed Reading training only, and the remaining 15 students received 10 hours of Berard AIT, after which they also received Speed Reading training. Data was collected before intervention, and then again at 3 months and 6 months after the Speed Reading training program was completed. Reading speed was measured based on words/minute with a goal set at 300 words/minute. Reading comprehension was measured by questions based on the reading material. In addition, reading attention span was measured by timing how long the student attended to reading without looking away or becoming distracted. Peripheral vision was also measured using a circular visual fields test, also referred to as a functional color fields test. This measures the span of vision to the side (periphery) when looking at a central point.

Berard AIT benefits the students in speed reading training was confirmed. In the group with speed reading and Berard AIT, the students' average reading rate was 22.7% of a 300 words/minute goal before any training was provided. The 6 months post-test average increased to 68.1%. This represents an average increase of 199.7%. While there was improvement in the speed reading only group, the average percent increased by 55.6% (21.7% of 300 words per minute to 33.8%).

Reading comprehension data also showed improvement in the group which received Berard AIT and Speed Reading. Reading comprehension average before any training was provided was 73.3% and the 6 months post-test average was 98.6%. This is a 34.5% improvement after 6 months, with 14 of the 15 students scoring 100% comprehension. There was also improvement in those students who received only speed reading. The reading comprehension average before training was 67.1%, and 6 months post-test was 80.7%. This is a 20.2% improvement. In this group, 8 of the 15 students read with 100% comprehension at the 6 months testing.

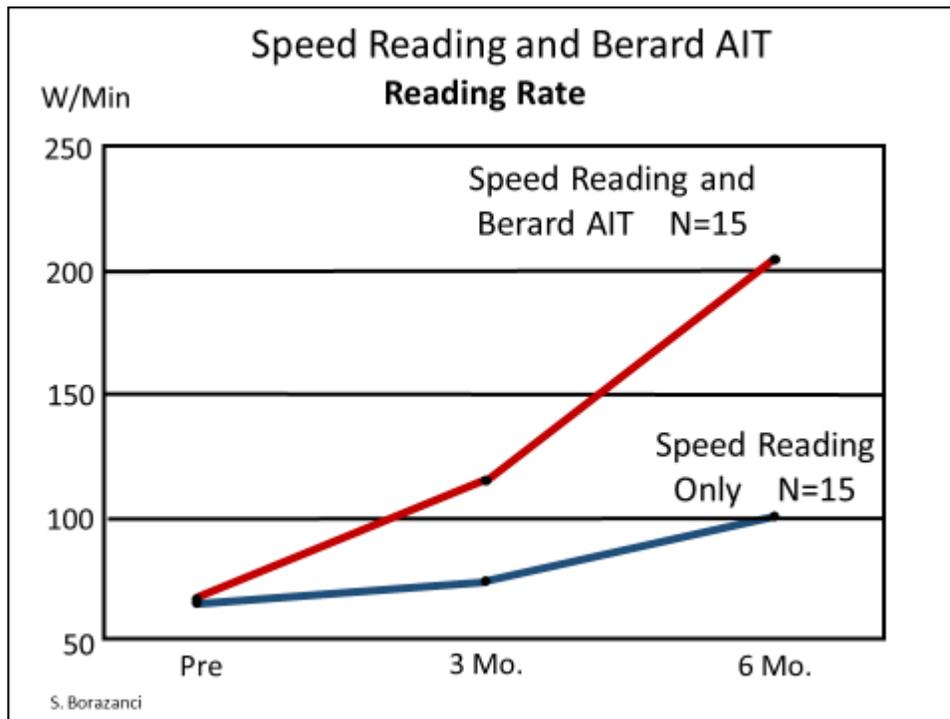
Reading attention span increased after the speed reading training for both groups. However, those students who received Berard AIT first, followed by speed reading training, showed significantly more improvement. The baseline attention span while reading was 5 ½ minutes for the 15 students in the group which then received Berard AIT. The 6 month post-test average was 28 minutes or an increase of 423%. The baseline attention span for the control group of 15

students who only received speed reading training was 6 ½ minutes, and the 6 month post-test average was 9 ½ minutes, or an increase of 47%.

Peripheral vision, or the ability to see outside the direct line of vision, also improved after speed reading training for both groups. An increase in peripheral vision, or span of recognition, enables the reader to read more quickly, as he sees the next word and can integrate the meaning more easily. The baseline for peripheral vision for the 15 students in the group which then received Berard AIT was 14 ½. The 6 month post-test average was 33, or an increase of 126%. The baseline peripheral vision for the control group was 12. The 6 month post-test average for the control group was 17, or an increase of 45%.

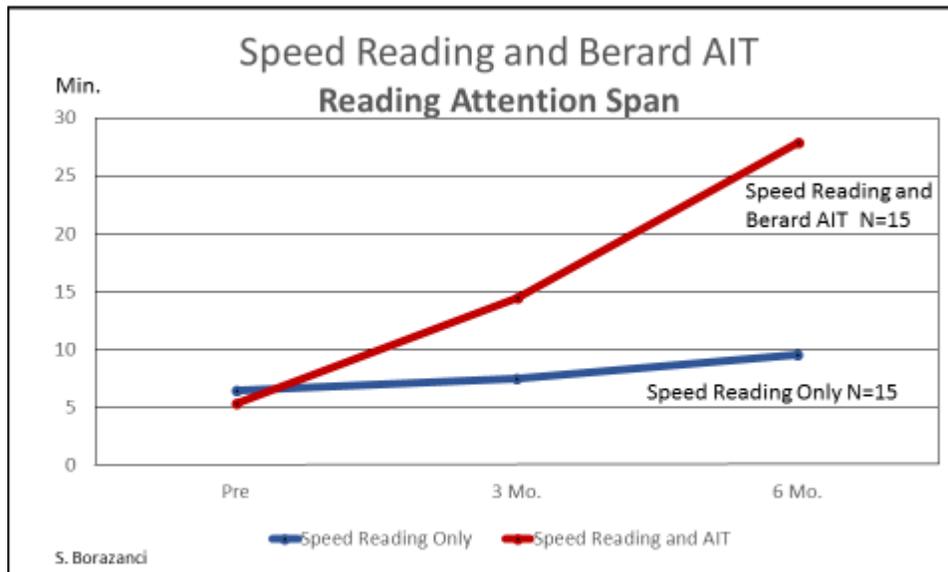
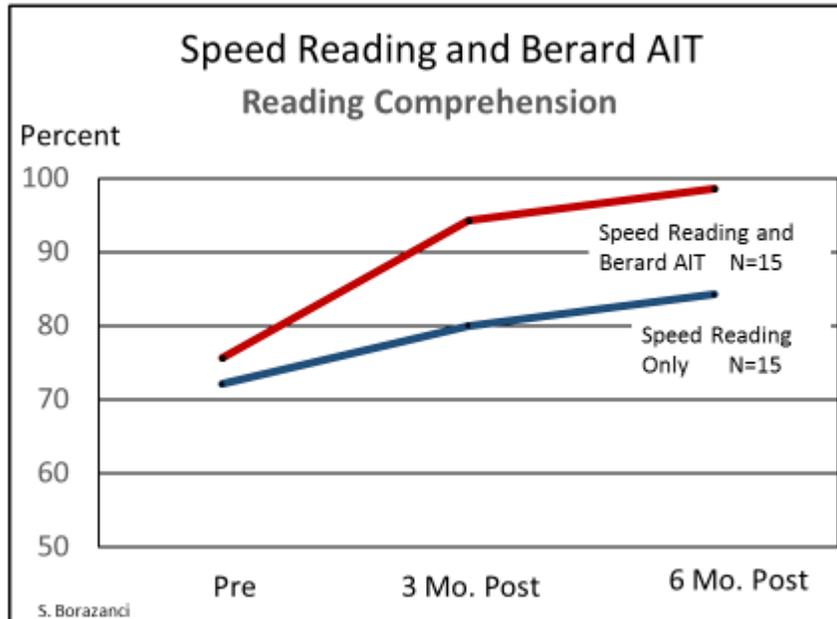
**Conclusion:** Results confirm the hypothesis that Berard AIT improves speed reading training by enhancing the results of reading attention span, peripheral vision, reading rate, and reading comprehension. Improvements in these skills will result in improved academic performance. Although this is a small study, the value of Berard AIT for reading enhancement is strongly indicated. Further investigation in this area is warranted.

### Speed Reading Project Results



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