



November 18, 2005

To Whom it May Concern,

I am writing this letter in support of SharperBrain. This program is a ground-breaking tool that can be widely used to work with all children and adults, especially those with attentional challenges and learning disabilities. Having tried the program myself and worked with children using this program I have been very impressed with the results and possibilities.

Currently there exist very few programs where children/adults can work independently and/or under supervision, depending on individual needs, in order to acquire, enhance and improve their attention skills – an all-important aspect of learning. This program gives people with exceptionality, attention deficit, and memory problems a vehicle for reaching their maximum potential. It is also a valuable tool for teachers and parents to use with children of all ages.

As a teacher for the past 26 years I have worked extensively with children with LD, ADD/ADHD and brain injury. Currently in my role as a teacher educator I regularly search the literature and examine resources to find programs that will help myself and other teachers to work with this population of students. One only has to spend a few hours in today's classrooms to realize the challenges that teachers face in trying to reach all students. Large numbers and limited resources make it very difficult for teachers to work individually with students. In addition, today's classrooms are busy places where a bevy of activity takes place during the day. While student-centred active learning environments are preferred for most students, these conditions make it very difficult for some to concentrate and to stay focused (Johnson & Johnson, 1999). SharperBrain gives hope to those who need help in these areas.

The self-directed nature of SharperBrain gives students and teachers some independence in controlling their learning environments. It trains students to focus and concentrate, giving them a level playing field with others in their class. It provides teachers an opportunity to program for students and to offer a worthwhile learning experience when they have difficulty concentrating. Furthermore, research demonstrates the power of self-directed learning and independent choice (Gibbs, 2004). Another important component of SharperBrain is its appeal to the user. Despite the fact that the program is not a video game it has similar characteristics that will be highly attractive and motivating to many. The powerful difference between the non-educative video game and SharperBrain is that the user will inadvertently be learning the skills of focus and concentration.

SharperBrain is also easy to use and to track. Students and teachers alike can track progress and move at one's own pace. Given this opportunity students will be motivated and challenged to achieve their personal best. We all need motivation to help us move forward and this motivational program provides the opportunity to pace oneself in a safe way.

The SharperBrain program is indeed innovative and creative. It can be accessible to all and has shown to be a much-needed contribution to the fields of attention deficit, learning disabilities and memory. The program should be widely used so that more people can benefit from such a valuable program and so that all people





have the chance to improve their skills and increase their self-esteem. The education system requires more programs such as this one. I am thankful to Dr. Gottfried for his work in this area.

Sincerely,

Dr. Jackie Eldridge  
OISE/UT Elementary Pre-service

