See what peer-reviewed research says about our program:

"Improvement was, in fact, observed in a wide range of cognitive measures. Specifically, participants showed significant improvements in the broad abilities of Comprehension-Knowledge, Fluid Reasoning, Cognitive Processing Speed, Long-Term Retrieval..." Applied Neuropsychology: Child, August 31, 2021


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The typical student at Eaton Arrowsmith’s in-school or online programs:
• is of average or above average intelligence
• has a combination of the learning difficulties that are described in this brochure and on the Eaton Arrowsmith website
• does not have severe intellectual, cognitive, emotional or behavioral disorders that would significantly affect his or her ability to participate in the Arrowsmith Program
• is age 7 to adult
• is interested in brain enhancement

What the Arrowsmith Program accomplishes for students with learning difficulties:
• strengthens cognitive processes necessary for efficient learning
• improves reasoning and comprehension
• builds academic skills such as word identification, reading fluency, math calculation, math fluency, and writing
• improves phonemic awareness
• improves processing speed, working memory, memory for words

THE ARROWSMITH PROGRAM TAILORS INTERVENTIONS TO THE SPECIFIC LEARNING PROFILE OF EACH STUDENT

A cognitive program for students with learning difficulties, including:

READING
VISUAL MEMORY
WRITING
AUDITORY MEMORY
MATHEMATICS
DYSLEXIA
COMPREHENSION
NON-VERBAL LEARNING
LOGICAL REASONING
AUDITORY PROCESSING
EXECUTIVE FUNCTION
ATTENTION

Comments from a parent of a school-aged Eaton Arrowsmith School student:
My son, Emmett, has been accepted to Franklin University Switzerland (FUS) in Lugano, Switzerland. His major is political science. He graduated from a college prep in Ojai, California after attending Arrowsmith for 3.5 years.

This was a child who could not recognize a single letter of the alphabet at the age of nine. Moreover, he could not. sequence. anything. Not numbers, days, months, weights, money, not even "before and after." We lived in a perpetual kind of groundhog day. Math was out of the question.

Eaton Arrowsmith saved my son from a life of abject failure and perpetual frustration. Thanks to Eaton Arrowsmith, he is able to spur on his intellectual curiosity, fulfilling it, and sparking new areas of interest -- not as a dilettante, but as a scholar. I will be forever grateful to you all.

~Colleen, Eaton Arrowsmith alumni parent

Comments from a 65-year-old student at Eaton Arrowsmith School Online
I’m less uptight and rigid, more relaxed and able to go with the flow than I used to be. Because I’m no longer drowning in a sea of confusion, I don’t feel a need to be in control so that I can just keep my head above water.

~Elaine, Eaton Arrowsmith School Online student

Our framework for results:
• detailed assessment of nineteen cognitive functions
• innovative methods which include specialized cognitive exercises
• clearly defined and individualized goals
• a positive, supportive and structured learning environment
• low student to teacher ratio
• administered by a trained Arrowsmith Program facilitator
• ongoing Arrowsmith Program parent education sessions

For more information on outcomes of the Arrowsmith Program, we invite you to review the Brain Research page on our website:
https://eatonarrowsmith.com/brain-research

A cognitive program for students with learning difficulties, including:
What is the Arrowsmith Program®?

The Arrowsmith Program® is a cognitive-based program that offers specialized programs to address and strengthen the cognitive functions underlying learning. The program is designed to help students overcome specific learning difficulties through comprehensive, individualized, and specialized programs. 

DO THESE PROBLEMS SOUND FAMILIAR?

The Arrowsmith Program® may be of benefit if there is a match between areas of difficulty and the symptoms described below.

Motor Symbol Sequencing
Messy handwriting, miscopying, misreading, irregular spelling, speech rambling, careless written errors in mathematics, poor written performance.

Symbol Relations
Difficulty with reading comprehension, trouble with mathematical reasoning, trouble with logical reasoning, difficulty reading an analog clock, problem understanding cause and effect, reversals of ‘b’-‘d’, ‘p’-‘q’ (younger students and in more severe cases).

Memory for Information or Instructions
Trouble remembering oral instructions, difficulty following lectures or extended conversations, problem acquiring general information through listening.

Predicative Speech
Problem putting information into one’s own words, speaking in incomplete sentences, difficulty using internal speech to work out consequences, trouble following long sentences, breakdown of steps in mathematical procedures.

Broca’s Speech Pronunciation
Mispronouncing words, avoiding using words because of the uncertainty of pronunciation, limited ability to learn and use phonics, difficulty learning foreign languages, difficulty thinking and talking at the same time, flat and monotone speech with a lack of rhythm and intonation.

Auditory Speech Discrimination
Mishearing words and thus misinterpreting information, difficulty understanding someone with an accent, extra effort required to listen to a speech.

Symbolic Thinking
Problem being self-directed and self-organized in learning, limited mental initiative, difficulty keeping attention relevantly oriented to the demands of a task necessary for completion, difficulty thinking, planning, problem solving, trouble seeing the main point.

Symbol Recognition
Poor word recognition, slow reading, difficulty with spelling, trouble remembering symbol patterns such as mathematical or chemical equations.

Lexical Memory
Problem with associative memory, trouble following auditory information, trouble learning names of things such as animals, places, people, colors, days of the week.

Kinesthetic Perception
Awkward body movements, bumping into objects due to not knowing where the body is in space relative to objects, uneven handwriting with variable pressure.

Kinesthetic Speech
Lack of clear articulation of speech, some speech slurring.

Non–Verbal Thinking
Problem interpreting non-verbal information such as body language, facial expression and voice tone, weak social skills, difficulty perceiving and interpreting one’s own emotions, difficulty thinking, planning, problem solving non-verbally.

Narrow Visual Span
Frequently getting lost, losing objects, messy, disorganized workspace, trouble constructing geometric figures.

Abstract Reasoning
Trouble understanding the proper sequence of steps in a task such as sewing, cooking or computer programming.

Primary Motor
Poor muscle tone which results in some degree of awkwardness and slowness of body movement.

Quantification Sense
Finger counting, trouble retaining numbers in one’s head, difficulty making change, problem learning math facts, poor sense of time management, difficulty with time signature in music.