



The Interrupt Dynamic: Interruption Derails Focus & Reading

Internalizing the World

The child first learns about the concrete world by all that can be physically sensed. His senses are excited in his body and an experience registers in his brain. Inside his brain and body, the child integrates all the connections he makes to what he is feeling. The passion of this excitement drives him towards expressing his experience. This is the creative process of life and learning. A child first learns to make sense out of actual sensory experiences. Later he can expand his learning dimensions so that he can make sense of an abstract idea, word or symbol. His ability to imagine (his ability to create imagery) develops his ability to think. All thinking begins with internal imagery. Interruptions can distract a child from processing and imagining.

Definition of Interrupt

Interrupt – verb; Definition:

transitive verb

1: to stop or hinder by breaking in ... *interrupted the speaker with frequent questions*

2: to break the uniformity or continuity of ... *a hot spell occasionally interrupted by a period of cool weather*

intransitive verb

: to break in upon an action ... especially: to break in with questions or remarks while another is speaking

([Merriam Webster](#))

Effect of Interruptions on Reading – Research

The data suggests that the time it takes to process the information needed to successfully comprehend text when reading is greater than that required for recognition. Any interference (e.g., an interruption) that occurs during the comprehension process may disrupt reading comprehension. This evidence supports the need for transient activation of information in working memory for successful text comprehension and does not support LT-WM theory. (LT = long term memory; WM = working memory.)

[“Interruptions Disrupt Reading Comprehension”; Cyrus K. Foroughi, Nicole E. Werner, Daniela Barragán, and Deborah A. Boehm-Davis George Mason University.](#)

The results demonstrate that an interruption has a disruptive effect on both a user’s task performance and emotional state, and that the degree of disruption depends on the user’s mental load at the point of interruption. We discuss the implications of these results in terms of building a system to better coordinate interactions between the user and applications competing for that user’s attention.

[“The Effects of Interruptions on Task Performance, Annoyance, and Anxiety in the User Interface.” Brian P. Bailey, Joseph A. Konstan, and John V. Carlis](#)



The Interrupt Principal by Magical I Am™ Founder and CEO, Bill Allen

For the past twenty-three years, I have given talks about the gifts of dyslexia and the negatives associated with dyslexia. However, for the most part, parents and teachers still remain on the outside looking in... trying to understand what is going on with their loved one or students. Then, this recently an analogy evolved where coaches, tutors, parents and teachers can identify with what it feels like to be dyslexic and not want to read. Having fun playing a game and having exciting 3-D experiences in the game become powerful teaching tools. Once a 3-D learner masters the look and sound of an abstract word or symbol, and one definition of it, seldom does he have to master any other of the definitions of that word. He now can read it and understand it wherever he encounters it in writing.

The Interrupt Dynamic:

Just about every 3-D, dyslexic learner parent or any of the 35,000 Special Ed Instructors in this country will agree that the symptoms of a reading disability are: *hesitate, insert word, omit word, replace word, skip line(s), go blank, daydream, or combination thereof while reading.*

What people may not realize or experience is for the 3-D learner, every time one of the above symptoms happens, it is like being interrupted.

So, think about it. If you are trying to communicate something significant and are interrupted four times in less than a minute, how does this make you feel? The feeling immediately evoked is frustration, then anger, and quickly evolves to having your focus distracted from what you want to communicate.

Well, for the 3-D learner, being interrupted while reading evolves over time from ... "interested" to "frustration" to "anger" to "I don't care, I don't want to read, I don't like to read," and possibly, "I hate to read".

The answer for 3-D learners that exhibit these reading disability symptoms is so simple... Develop the 3-D mastery of the 300 abstract words and abstract symbols that are at the root or core of the English language. Mastery of the main interrupters in reading, the abstract words and symbols, just about always can be achieved in less than a year with the Magical I Am™ app.