

The King's Academy
TKA Discovery Program
Search & Teach
Parent Handbook

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Introduction

The King's Academy TKA Discovery Program

Introduction

In 1990, the founding leaders of The King's Academy purposed to have a school where students of varying abilities could be educated successfully to be prepared to pursue God's calling upon their lives. The first class consisted of 14 children, 4 of whom had learning differences. In the years since then, administrators and teachers have sought ways to intervene academically in the lives of those who struggle to succeed in the classroom.

The Discovery Program was launched in the fall of 2000, under the direction of Sandra Wallace. Administrators Karen Rainwater and Diane Creveling had learned about the National Institute for Learning Disabilities from the Ben Lippen Christian School in Columbia, SC. Requiring a significant investment in resources for training and program development, the Discovery Program was birthed by the prayer and commitment of those God called to make it a reality at The King's Academy. The years since have seen notable successes and many changes.

Our program's slogan, *Expect God to Act*, was borrowed from the original pioneer of the National Institute of Learning Disabilities, Grace Mutzabaug. Grace was the principal of Norfolk Christian Schools, Norfolk, Virginia, when God touched her heart concerning the plight of those students who could not learn to read, and their families. Through prayer and diligently searching, Grace's path crossed that of Deborah Zimmerman, a nurse educator who was having success using techniques developed by Dr. Archie Silver and Dr. Rosa Hagin in Bellevue Medical Center in New York City. Grace and some of her teachers learned from Deborah how to stimulate deficit areas in perception and to develop cognitive skills. She pioneered the program at her school in 1974-75, with 18 students. Three students left at the end of that year, not prepared to pay the price in time, effort, and money that successful intervention requires. Yet 15 remained and began to see distinct change little by little. By the third year 56 students of all grades were enrolled in their program. Nearby schools began sending teachers to be trained and Grace offered a two-week training course in the summer of 1978.

Word traveled and by 1982 the National Institute for Learning Disabilities (NILD) was formed under a separate board of directors. Grace resigned from Norfolk Christian Schools and became the first executive director of the National Institute for Learning Disabilities. A strong believer in prayer, Grace kept a plaque of the saying *Expect God to Act*, in every therapy station.

In the ensuing years NILD has grown rapidly to become an international organization. Originally developed and targeted for Christian schools, recent developments signal a broadened vision to make the deficit stimulation model accessible to people with learning disabilities in all walks of life. There are many independent NILD trained educational therapists, and a clinic type format is being developed. However, dependence and reliance upon God are the very roots of National Institute of Learning Disabilities and remain so today. In 2007, at the 25th Anniversary Celebration of NILD in Virginia Beach, a name change for the organization was announced. NILD is now the National Institute for Learning **Development**.

In 2020 The Discovery Program at The King's Academy became the TKA Discovery Program. At The King's Academy, we do **Expect God to Act** in the lives of our TKA Discovery students as we continue in the process of developing competency in our therapists, teachers, and students. It is our privilege and joy to continue to work to meet the needs of our students with learning differences.

The King's Academy
TKA Discovery Program

TKA Discovery is Different!

TKA Discovery Program is different from many other programs for students with learning difficulties. When it has been determined by careful evaluation (a current Psycho/educational examination including the WISC and/or Woodcock Johnson Cognitive, and a battery of academic achievement tests and informal surveys) that a student is not achieving as expected because of some cognitive or perceptual problem, then he is just the type of student who would be a good candidate for TKA Discovery's program of educational therapy. Features of educational therapy include:

- **Deficit Stimulation:** *strengthening learning skills by working in the weak areas, much like physical therapy.* Auditory, visual, and spatial perception are targeted areas as well as phonological processing, all types of memory and visual-motor integration. Cognitive skills such as abstract reasoning, fluid thinking, and academic applications may also be included.
- **Non-Tutorial:** *learning skills, not specific content, so long-term change occurs.* The student does not receive tutoring for a certain classroom lesson that he/she is struggling with, but the underlying perceptual or cognitive deficits are stimulated so that change occurs over time and tutoring eventually may not be required.
- **Integrative:** *stimulating both perceptual and academic skills.* Most educational therapy techniques require using skills from multiple modalities at the same time, thus a student's neurological make up is trained to do the "multi-tasking" necessary for most academic endeavors.
- **Individual and Intense:** *affecting cognitive change through skilled mediation by a specially trained educational therapist.* No two students are exactly alike, and no two student's educational therapy programs are exactly alike, though similar techniques may be used. The results of one-on-one cognitive stimulation cannot be duplicated in the classroom setting or even in a small group.
- **Parental Involvement:** *making monthly visits to educational therapy sessions and being trained to continue stimulation at home.* Parents are trained in continue educational therapy at home in specific ways and are invited and encouraged to be an integral part of the TKA Discovery process.
- **All-Age Inclusive:** *enhancing thinking for individuals at all stages of life.* Very young students receive therapy through the Teach Program and are transitioned into full-fledged educational therapy if needed as they grow in maturity. Even adults can receive significant help with their learning deficits when they enroll in the TKA Discovery model of educational therapy.

Biblical Rationale for a Program of Inclusion

Even the Least of These: Why Should We? How Can We?

One might ask why it is incumbent on a Christian school to offer services for students with learning difficulties. Budget demands, lack of trained personnel, and classroom constraints all can prompt us to ask how it can be done. The following points drawn from scripture give us God's perspective.

1. The Uniqueness of the Learner

You also, like living stones, are being built into a spiritual house to be a holy priesthood, offering spiritual sacrifices acceptable to God through Jesus Christ. I Peter 2:5

- a. God is building with stones not bricks.
- b. Stones are not uniform, do not fit nicely, require different amounts of mortar, and the results are more interesting.

2. Imago Dei

And God created man in His own image, in the image of God He created Him; male and female He created them...God saw all that He had made and behold it was very good. Genesis 1:27, 31

- a. Every child God makes is very good
- b. In our country we are excluding children who don't fit a certain mold, frequently because they may lower our scores or we don't want to allocate the funds.

3. No Exclusions

...and have put on the new man who is renewed in knowledge according to the image of Him who created him where there is neither Jew nor Greek, circumcised or uncircumcised, barbarian, Scythian, slave or free, but Christ is all and in all. Col.3:10-11

- a. God makes no distinctions.
- b. When we exclude, we exclude a part of the body in whom Christ is found.

4. Mandate One

A bruised reed He will not break and a dimly lit wick He will not snuff out. Isaiah 42:3

- a. God cares about those who are weaker.
- b. It is never His plan for harm to come to them.

5. Mandate Two

We proclaim Him...teaching every man (child) with all wisdom, so that we may present every man (child) complete in Christ. For this purpose also I labor, striving according to His power, which mightily works within me. Colossians 1:28-29

- c. Children with special learning needs need what we have.
- d. The works of God may be displayed in them (Jn. 9:1-3)

Christian schools serve Christian families who want Christian education for their children. If those children are struggling learners, hurting, dealing with any number of concerns, do they not need the nurturing environment and skillful instruction of caring Christ-followers even more than children who have no serious problems? Do those parents not need caring professionals to partner with them for the benefit of their children? What would Jesus do?

TKA DISCOVERY PROGRAM

Communication Procedures for Parents

The TKA Discovery Program uses a team (parents, teachers, TKA Discovery therapists, other significant individuals) approach for the benefit of our students. Consequently, it is important that all team members communicate clearly and effectively. We follow "The Matthew 18 Principle for Solving School Problems" produced by ACSI. The Matthew 18 Principle is in the TKA Discovery Parent Handbook.

Please use the following procedures:

1. TKA Discovery personnel will strive to use primarily e-mail. Communication may occur through telephone and notes. Texting will be used minimally to inform you that contact has or needs to be made. Please be aware and respond as soon as possible.
2. When appropriate, the TKA Discovery Director will send group e-mails.
3. Please follow these guidelines:
 - a. If you have a question or concern about TKA Discovery therapy, contact the TKA Discovery therapist.
 - b. If you have a question or concern about any classroom, contact the teacher and inform the TKA Discovery therapist.
 - c. If you have a question or concern about how a teacher is following the AMP contact the TKA Discovery therapist for clarification. All parties may need to meet to resolve concerns.
 - d. If you have a question or concern regarding a TKA Discovery therapist and you have brought it to the attention of the TKA Discovery therapist, but the matter is not settled, contact the director of the TKA Discovery Program. All parties may need to meet to resolve concerns.
 - e. If you have a question or concern that you have brought to the TKA Discovery Director, but the matter is not settled, contact the Head of School. All parties may need to meet to resolve concerns.
4. Please make every attempt to have your child at school on the days his/her TKA Discovery sessions are scheduled. Make-up sessions are difficult to arrange. If an absence is unavoidable, please contact the TKA Discovery therapist.

The Matthew 18 Principle for Solving School Problems

The “me generation” philosophy of “I’ll do it my way” sometimes spills over into the Christian community. For example, when differences develop between individuals, some Christians take matters into their “own hands” and bypass the biblical procedure of solving problems.

A Christian school is made up of people—parents, administrators, teachers, and students. Like any other collection of earthly mortals, the people associated with a Christian school have the potential for misunderstanding, disagreement, and even wrongdoing. Nevertheless, it is God’s will that we live and work together in harmony. Jesus said, “A new commandment I give unto you, that ye love one another; as I have loved you, that ye also love one another. By this shall all men know that ye are my disciples, if ye have love one to another” (John 13:34-35, KJV).

Due to our human nature, we may at times irritate others, resulting in misunderstandings or strong disagreements. In Matthew 18:15-17, KJV, Jesus gives His formula for solving person-to-person problems. I call it “the Matthew 18 principle” for solving school problems. The following are the words of Jesus:

Moreover, if thy brother shall trespass against thee, go and tell him his fault between thee and him alone; if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established. And if he shall neglect to hear them, tell it unto the church; but if he neglect to hear the church, let him be unto thee as an heathen man and a tax collector.

There are several clear principles that Jesus taught in solving people-to-people problems:

One: Keep the matter confidential. The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. “An hypocrite with his mouth destroyeth his neighbor; but through knowledge shall the just be delivered” (Proverbs 11:9, KJV).

Two: Keep the circle small. “If thy brother shall trespass against thee, go and tell him his fault between thee and him alone....” The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue. Most problems are solved at the two-people level.

Three: Be straightforward. "Tell him his fault." Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly, yet clearly, presented. The Scripture says "Faithful are the wounds of an friend" (Proverbs 27:6, KJV).

Four: Be forgiving. "If he shall hear thee, thou has gained thy brother." This implies that once the matter is resolved, we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1, KJV, reads "If a man be overtaken in a fault, ye who are spiritual restore such an one in the spirit of meekness, considering thyself, lest thou also be tempted."

As I mentioned earlier, most school problems are resolved at the two-people level. Forgiveness and restoration is the normal happy conclusion. But what is the Matthew 18 principle if the individual will not "hear" you, or openly disagrees with your version of the problem? Let's say you are a parent of a student in a Christian school. You are unhappy with a teacher because you believe your child is being treated unfairly in the classroom. The two of you have met and talked together and you are not satisfied with the outcome of your discussion. What is the next step in the Matthew 18 principle?

Five: The parent and teacher should agree to share the matter with the school principal. At this stage the counsel of Jesus would be "Take with thee one or two more, that in the mouth of two or three witnesses every word may be established." Both parent and teacher should rehearse their version of the issue or issues with the school's administration. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord's will in the matter and also willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to godly principles will most often reach an amiable solution.

I estimate that 80% of school problems are solved at the two-people level. Another 18% of school problems are solved at the three- and four-people level which includes the school's administration. This leaves 2% to be resolved at the level of the school board. The board represents the church or church community. Let's say a problem now exists and is not solvable by the normal channels of communication and established school policy. What is the next step in the Matthew 18 principle?

Six: The school principal should explain the problem to the chairman of the school board. The chairman will decide how the matter should be presented to the board. Depending on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at a school board meeting. The goal of such a high-level meeting is 1) a clear understanding of the problem; 2) solving the problem; 3) reproof and correction if necessary; and 4) forgiveness and wholehearted restoration of those who have made amends.

In summary, the Matthew 18 principle requires that parents talk to teachers about student problems before they talk to administrators. If unresolved at the two-people level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord's way of solving people-to-people problems.

A Christian school is a ministry in Christ's name. Everything that is done in the context of the school must be done Christ's way. The world's methods of solving school problems is inappropriate. The idea of suing the school or persons in the school is a secular idea that has no place in the Lord's work. The Bible is clear on this. "Dare any of you, having a matter against another, go to law before the unjust, and not before the saints?" (1 Corinthians 6:1, KJV).

Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems.

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Association of Christian Schools International

You can order the above article in an inexpensive, attractive pamphlet format by calling ACSI in Colorado Springs at 1-800-367-0798.

Policies

The King's Academy
The Discovery Program

Policy Regarding Enrollment for those with a Diagnosis

It is the intent of The King's Academy to serve a diverse student body. The Discovery Program has been established to help meet the needs of those who struggle to learn due to a variety of learning problems.

1. A student with a diagnosed learning disability, ADHD, or other learning problem is It is the intent of The King's Academy to serve a diverse student body. The Discovery to a variety of learning problems offered the opportunity to receive appropriate intervention in the Discovery Program but is not required to receive it.
2. **Any student with a diagnosis who comes to The King's Academy for admission**
 - a. Will be required to provide the school with any pertinent testing reports which may assist teachers as they plan for that student; these reports will be kept on file.
 - b. Will be offered a place in the Discovery Program, or be placed on a waiting
 - c. Will not be afforded modifications to course content if that student is not enrolled in the Discovery Program
 - d. May receive limited accommodations, as agreed upon by the parent, Discovery Program Director, administration, and teachers as applicable
 - e. May be required to enroll in the Discovery Program should the learning disability be deemed of such severity that it would limit the student's ability to make adequate successful progress and require modifications to course content.
3. **Any student who is referred to the Discovery Program while a student** at The King's Academy will proceed through the referral process as detailed in the Discovery teachers' and parents' handbooks. If a learning disability or other learning problem is diagnosed, that student will be offered a place in the Discovery Program or put on a waiting list as necessary. Accommodations and modifications will be granted in accord with the guidelines detailed above
4. **Any student who is diagnosed with a learning problem outside of the purview of the Discovery Program while a student at The King's Academy** shall be required to provide the school with a copy of any pertinent testing reports. The reports will be kept on file. Based on the testing report the student may be offered a place in the Discovery Program. Accommodations and modifications will be granted in accord with the guidelines detailed above.

The King's Academy
The Discovery Program

Elementary School Policy
Students in Educational Therapy or Teach

Students who are receiving educational therapy in the Discovery Program will be involved in doing daily Rhythmic Writing, reading, and twice weekly homework assignments. Their therapy experience is designed to strengthen their weak cognitive areas and help them become successful, independent learners in the future. Many of them struggle with a slow processing speed, which results in the need for more time to do what other students may be able to do more efficiently. Consequently, it is necessary for all involved to monitor the amount of work they are accountable to do and modify it such that they can accomplish their therapy work without undue stress and discouragement.

The following guidelines are to be followed for all Elementary School Discovery students:

1. Students will be scheduled for therapy in cooperation with the classroom teacher.
2. Every attempt will be made to take students for therapy sessions at times when they will not miss core subjects, especially math.
3. If the student misses a special that he/she wants to do, the schedule may be changed mid-year if possible.
4. The student is not to be held responsible at any time for what he/she misses when out of the class for educational therapy. The work missed should not be sent home to be done there with the parent. (The only exception is if the student needs a parent to assist with the novel reading assignment.)
5. The student should be non-graded on any missed work due to educational therapy. Adjust the grade so that it reflects only the material the student was present to receive. Tests should be adjusted accordingly.
6. Parents are given the discretion to discontinue homework on a given night if their child is overwhelmed and no longer able to work productively. In that case the parent will send a note to the teacher and arrangements will be made to complete the homework within the next few days.
7. The educational therapist is available to both teacher and parent for support and recommendation at any time.

The King's Academy
TKA Discovery Program

TKA Discovery Attendance Policy

All TKA Discovery sessions missed due to the TKA Discovery therapist being absent will be recovered. Recovery may occur by; another TKA Discovery therapist covering the session, the TKA Discovery student joining another TKA Discovery student's session, or the student's TKA Discovery therapist rescheduling the session for another time.

TKA Discovery sessions missed due to the TKA student being absent will be recovered if schedules permit. Recovery may occur by; another TKA Discovery therapist covering the session, the TKA Discovery student joining another TKA Discovery student's session, or the student's TKA Discovery therapist rescheduling another time.

Depending on the services the TKA Discovery Student is receiving, the National Institute of Learning Development's (NILD) expectation is that students receive 60 (2-days per week) or 90 (3-days per week) sessions each year. TKA Discovery ensures there will be no more than 5 TKA associated absences each year. TKA Discovery's goal is that TKA Discovery students will receive all sessions but no fewer than 55 or 85 sessions each year. Excess TKA Discovery student absences due to tardies, signing out, vacations, appointments, and/or long-term illness will be assessed on an individual basis.

TEACH Process

SEARCH
& TEACH
at
THE KING'S ACADEMY

For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you a hope and a future. Jeremiah 29:11

The primary goal of the *SEARCH & TEACH* Program is to prepare children for academic success.

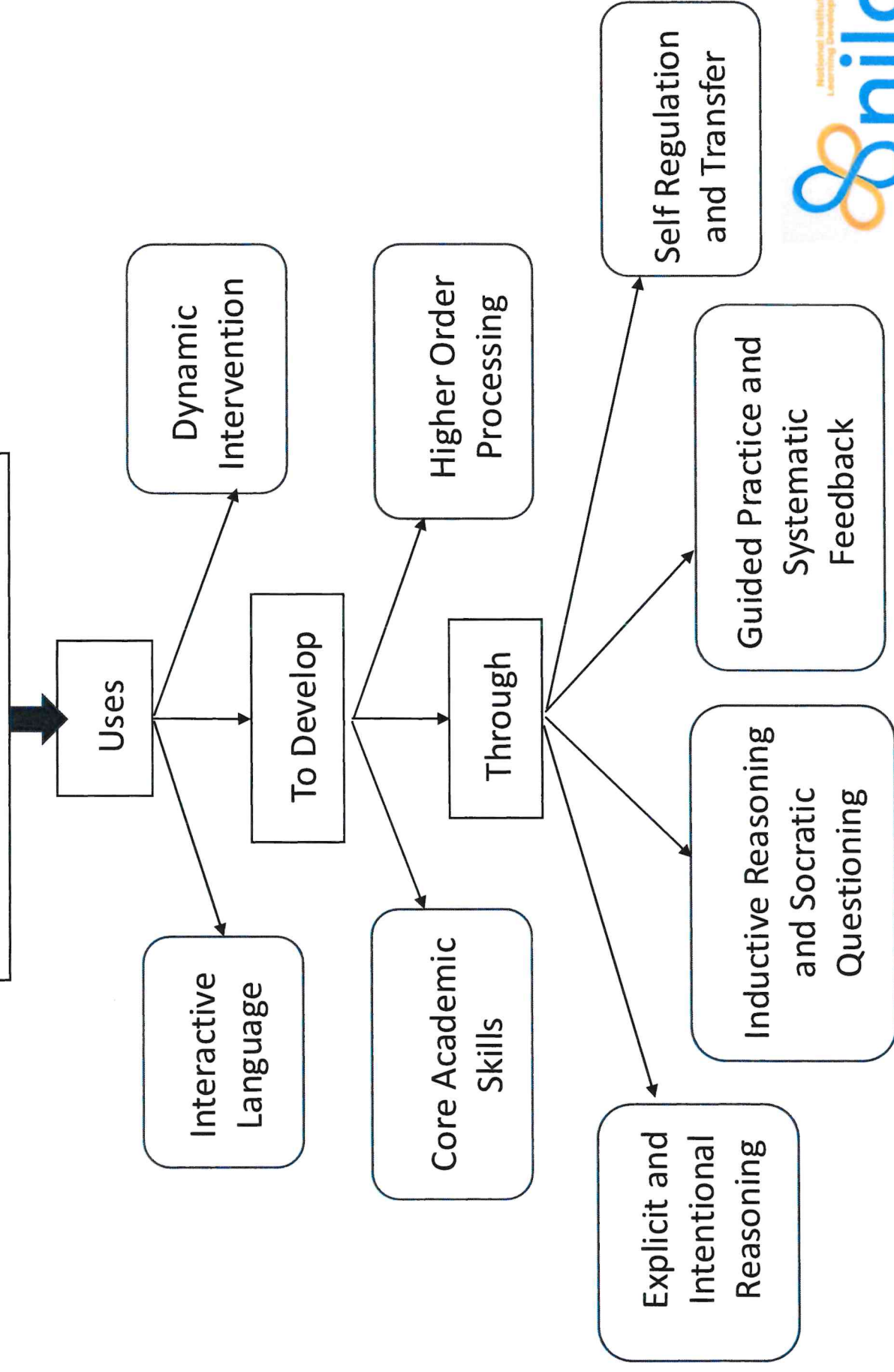
About development....

All children vary in development within the various areas necessary for school success. Any child may be strong in some areas and weak in others. Programs that work with young children must stimulate and develop the weak areas. They need time and experience with the various areas in order that natural development may occur. When a child has matured in every area, the challenges of learning to read and write are minimized and learning is **FUN**.

About the program....

The King's Academy desires to take a proactive position in helping some of our youngest students experience success as they begin the life-long endeavor of reading for learning and pleasure. That is why we are so excited to be able to offer the ***SEARCH & TEACH*** Program. ***SEARCH*** is an evaluation tool for Kindergarten and First Grade students to determine if they could benefit from extra reinforcement in early skills. It is done early in the school year before "formal" instruction occurs. ***TEACH*** is a series of skill building exercises performed one-on-one with a student by a trained educator. These tasks are arranged into visual, visual-motor, auditory, body-image, and intermodal clusters. The instructor reinforces the specific developmental skills that will benefit each child.

Distinctives of NILD Educational Therapy



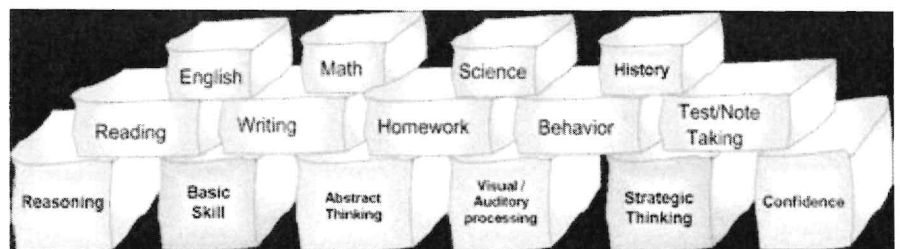
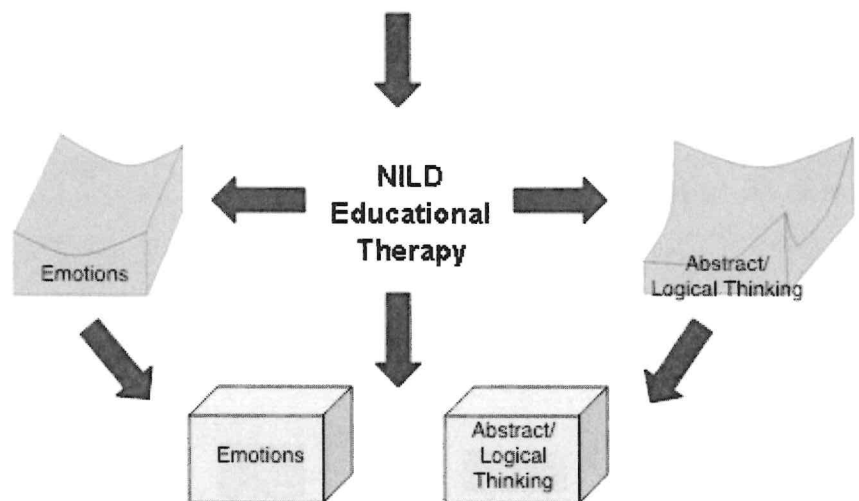
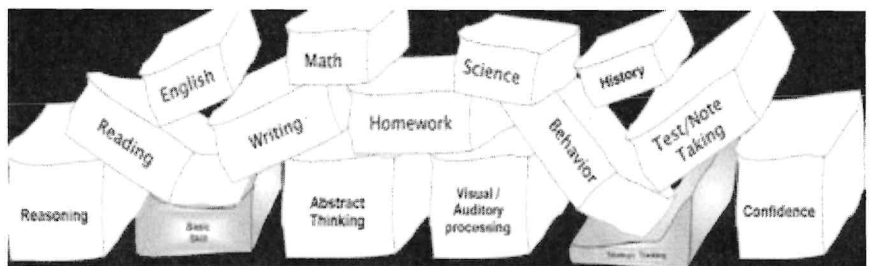
Deficits Affect Learning

NILD Educational Therapy develops thinking skills. We teach how to learn while teaching what to learn through individualized, interactive language producing independent learners in a one-on-one setting.

How NILD Educational Therapy Works:

Deficits in perception, cognition, and emotions impact the learning process and create uneven academic performance. The learning process is represented as a wall with various components. Perceptual and cognitive skills form the foundation of the wall. If any of these areas including visual/motor coordination or auditory memory or abstract/logical thinking are weak or vulnerable, academic skills are affected.

After cognitive and perceptual deficits are strengthened, confidence grows and the learning process functions efficiently. Students become able to learn independently.



Going from Search to Teach

<u>Search</u> Component	What does it measure?	Which teachable skills does it relate to?	Which <u>Teach</u> tasks would one use?
<u>VISUAL PERCEPTION</u> > Lambchop Matching	Visual Discrimination—Assesses the child's ability to discriminate and match asymmetric figures	Before a child can read and spell he must be able to recognize likenesses and differences of letters in their correct orientation: b's; d's; p's; q's	<u>Visual Cluster</u> • Visual Matching and Recall (V-MR)
> Lambchop Recall	Visual Recall—Requires the child to observe and recall immediately the orientation of asymmetric figures	Before a child can read and spell he must be able to remember likenesses and differences of letters	<u>Visual Cluster</u> • Visual Matching and Recall (V-MR) • Visual Sequencing (V-Seq)
<u>VISUAL MOTOR</u> > Designs	Visual Motor—Measures the child's ability to copy accurately a series of designs of graduated difficulty	It relates to handwriting; a child must be able to recognize the letter, and have the fine motor control necessary for writing it	<u>Visual Motor Cluster (VM)</u> <u>Visual Cluster</u> • Visual Figure Ground (V-FG)
> Pencil Grip	Is a rating of the extent to which the child has achieved mature opposition of finger and thumb in performing a fine motor task	Handwriting—If the child does not hold the pencil correctly it affects the fine motor control that is so necessary for handwriting	<u>Visual Motor Cluster (VM)</u>
<u>AUDITORY PERCEPTION</u> > Rote Sequencing	Auditory Sequencing—Assesses the child's ability to remember commonly heard rote sound sequences and to order elements within these sequences according to positional or temporal concepts	Reading and spelling require the skill of being able to blend isolated sounds so that a recognizable word results in the accurate sequencing of sounds in time	<u>Auditory Cluster</u> • Auditory Sequencing (A-Seq)
> Auditory Discrimination	Auditory Discrimination—Taps the ability to detect similarities and differences between orally presented words or syllables which are identical or differ in one phoneme	Auditory Discrimination is a basic skill for making correct sound-symbol associations. In reading and spelling a child must be able to hear differences of sounds and match these sounds to their symbols	<u>Auditory Cluster</u> • Auditory Discrimination (A-D)
<u>BODY IMAGE</u> > Directionality	Assesses the extent to which the child has developed stable concepts of spatial orientation within himself and projected upon the environment	The asymmetric character of our letters and the left-to-right direction in which written material must be perceived make clear-cut directional orientation an important element in readiness for reading	<u>Body Image Cluster (B-I)</u>
> Finger Schema	Measures the child's ability to perceive and localize the tactile stimuli and to conceptualize the finger schema, one aspect of body image	Awareness of the finger schema is important to development of mature pencil grip and to the execution of fine motor tasks, such as those required in handwriting	<u>Body Image Cluster (B-I)</u>
<u>INTERMODAL</u> > Articulation	Assesses the child's ability to deal with one aspect of emissive speech, the reproduction of the sound of common words	Relates to Auditory Discrimination; it assesses the correctness of the child's production of sounds in words	<u>Auditory Cluster</u> Auditory Discrimination ***** (May need consultation with a speech pathologist)***
> Initials	Taps the child's ability to isolate initial sounds of familiar words; to associate the sound with its visual symbol	It is the first step in the word attack area of reading in that it teaches sound-symbol correspondence that is necessary for phonic analysis of words	<u>Intermodal Cluster (Int-M)</u>

TEACH Tasks

♦Visual Matching and Recall	1 Matching Basic Forms	2 Recalling Basic Forms	3 Matrices (Puzzles)	4 Matching Asymmetric Forms	5 Recalling Asymmetric Forms	6 Lock Plate	7 Parquetry Designs	8 Pythagoras Puzzles	9 Letter Matching & Recall	
Visual Sequencing	1 Colors and Crayons	2 Boots	3 Letter Sequence							
Visual Figure- Ground	1 Follow the Leader	2 Peg Board Constructio n	3 Hide and Seek	4 Distant Designs	5 Figure- Ground Forms	6 Figure- Ground Letters				
♦Visual- Motor	1 Rhythmic Writing #1	2 Rhythmic Writing #2	3 Copying Basic Forms	4 Manuscript Letters	5 Rhythmic Writing #3					
♦Auditory Auditory Sequencing	1 Time Structure	2 Telephone Game	3 Xylophone Game	4 Code Patterns	5 Blending Sounds	6 Show Me Game	7 Song Chains	8 Scrambled Words	9 Story Sequence	
Auditory Discrimination	1 Word Discriminatio n	2 Initial Sounds	3 Final Sounds	4 Beginning & Ending Sounds	5 Rhyming Book	6 Expansion Rhyming	7 Rhyming Concentration	8 Rhyme One More		
♦Body Image	1 Before & After	2 Rope Trick	3 Finger- Number Game	4 Move the Mountain Game	5 Ox Bow Game					
♦Intermodal	1 Picture- Sound Consonants	2 Key Words Consonants	3 Old Man's Pack Consonants	4 Picture- Sound Consonant Digraphs	5 Key Words Consonant Digraphs	6 Concentratio n Digraphs	7 Picture- Sound Consonant Blends	8 Key Words Consonant Blends	9 Old Man's Pack Blends & Digraphs	10 Grand- Father's Trunk

Explanation of components of SEARCH for parents and how they relate to learning to read:

Lamb Chops Matching

Visual Discrimination - the ability to discriminate and match asymmetric figures

- ☐ needed to build perceptual skills required for accurate recognition of letters and words

Lamb Chops Recall

Visual Recall – the ability to recall immediately the orientation of asymmetric symbols

- ☐ offers practice with visual recall of form which is necessary for reading and spelling

Designs

Visual-motor Control – the ability to copy accurately a series of designs of graduated difficulty

- ☐ measures basic visual-motor skills which must become automatic in order to learn to write legibly and fluidly

Rote Sequencing

Long-term auditory sequencing – ability to remember commonly heard rote sequences and to order the elements according to positional or temporal concepts

- ☐ measures ability to chronologically organize ideas necessary for good reading comprehension and study skills related to reading

Auditory Discrimination (Objects & Syllables)

Auditory discrimination - the ability to detect similarities and differences between orally presented words or syllables that are identical or vary by one phoneme (sound)

- ☐ measures the ability to tell the difference between sounds that are frequently confused by children

Articulation

Articulation – the ability to repeat spoken words correctly

- ☐ assesses the ability to correctly pronounce the sounds in some common English words

Initials

Intermodal dictation – the ability to combine knowledge of sound/symbol (auditory and visual) associations using the first letter in common names and writing (motor task)

- ☐ this skill is highly correlated with readiness for learning to read and the accompanying writing that goes with beginning reading instruction

Directionality

Directionality – the awareness of left and right in relation to one's own orientation within himself and when projected to the environment outside himself

- ☐ this helps to reinforce the left to right nature of the reading and writing process; a solid awareness of left and right is basic to directional orientation for many activities in school and life

Finger Schema

Body Image – the ability to perceive and localize tactile stimuli and to conceptualize one aspect of body image (finger schema)

- ☐ this is important to the development of mature and **correct** pencil grip for the execution of fine-motor tasks such as handwriting

Pencil Grip

- ☐ an observation of the extent to which a mature (**correct**) grip – opposition of index finger and thumb - has been achieved
- ☐ this affects all paper pencil tasks, which increase in content and complexity as child progresses in school

Some reminders about DEVELOPMENT

All children vary in development within the various areas necessary for school success and specifically for learning to read. A child may be strong in some areas and weak in others. Programs that work with young children must stimulate and develop these weak areas rather than place undue demand on them. Requiring work for which it is assumed that a child is developmentally ready, and yet is not, will only frustrate the child and often result in failure and a poor self-concept. Children need time and experience with the various areas in order that natural development can occur. When a child has matured in every area, the demands of learning to read and write are minimized and learning is FUN. We can give no greater gift in the process of learning to read than to provide opportunities for children to experience success early in their school career rather than waiting until the sad cycle of frustration and failure sets in before we do anything to help.

Our school desires to take a proactive position in helping some of our youngest students experience success as they begin the life-long skill of reading. That is why we are so excited to be able to offer the SEARCH and TEACH Program. SEARCH is for all kindergarten students to determine if they could benefit from some additional help. It is done early in the school year before "formal" reading instruction occurs for the very reasons mentioned above. TEACH is for kindergarten and/or first grade students who would benefit from the program of activities that help get them ready to be successful readers.

Factors that vary with development:

Auditory discrimination – the ability to distinguish one sound from another

Auditory memory – the ability to remember what is heard

Body Image (Body Concept) – an awareness of one's own body in relation to Objects (also called **laterality**)

Closure – the ability to complete an idea from incomplete information: can be visual or auditory

Directionality – an awareness of the position of objects in relation to his/her own body

Figure-ground – the ability to focus on the most important parts of what is seen rather than on the background

Memory span – the length of time a person can remember something; can be visual or auditory; can be long or short-term

Perception – deriving meaning from (understanding) what is seen or heard.

Perceptual Motor – the ability to combine understanding of what is seen or heard with specific body movements; handwriting is especially affected by development in this area

Sequencing – the ability to place objects, events, etc. in their proper order

Visual discrimination – the ability to distinguish likenesses and differences between or among objects

Visual memory – the ability to remember what is seen

Summary

A lag in **visual development** affects a child's way of "seeing" – not necessarily the problems helped by glasses. A child may see well (visual acuity) but may be unable to attach meaning to what is seen. Parts of things do not always fit together to make a whole. Letters and numbers may appear backwards or jumbled and sometimes even seem to move around on the paper. Not surprisingly, the child may have difficulty remembering what he or she sees and this affects his ability to see the differences between letters, numbers, and shapes.

Motor development affects a child's ability to move his body. There is not anything physically wrong with their legs, arms, hands, or fingers – it is just that they don't always work well together (synkinesis). Learning to jump rope, tie a shoe, hold a pencil, cut with scissors, trace, copy and write are all related to motor development. The control needed to sit still can also be affected by this area.

If a child has difficulty with **listening**, we do not necessarily mean hearing loss, rather we mean **receptive language**. This refers to the ability to pay attention to, understand, and remember sounds, words, sentences and directions – not in "hearing" them. However, good auditory discrimination and auditory memory are big components of listening correctly.

In conjunction with receptive language is **expressive language**. Children with weak **verbal expression** sometimes may not know the words they hear and thus are unable to use them correctly when speaking. They may "forget" certain words, and may have difficulty understanding how to use words that are abstract (i.e. before, where, after, then, etc.) Often children forget to put the correct endings on nouns and verbs which can also affect meaning.



Is It a Reading Disorder or Developmental Lag?

By: Susan Hall (2008)

As I travel across the country speaking to groups of parents about reading difficulties, I often say "beware of the developmental lag excuse." I have several reasons for saying this. First, I have listened to parent after parent tell me about feeling there was a problem early on, yet being persuaded to discount their intuition and wait to seek help for their child. Later, when they learned time was of the essence in developing reading skills, the parents regretted the lost months or years. Second, research shows that the crucial window of opportunity to deliver help is during the first couple of years of school. So if your child is having trouble learning to read, the best approach is to take immediate action.

Knowing how soon to act can be easy if you are informed about important conclusions from recent research. Reading researchers tell us the ideal window of opportunity for addressing reading difficulties is during kindergarten and first grade. The National Institutes of Health state that 95 percent of poor readers can be brought up to grade level if they receive effective help early. While it is still possible to help an older child with reading, those beyond third grade require much more intensive help. The longer you wait to get help for a child with reading difficulties, the harder it will be for the child to catch up.

The three key research conclusions that support seeking help early are:

- 90 percent of children with reading difficulties will achieve grade level in reading if they receive help by the first grade.
- 75 percent of children whose help is delayed to age nine or later continue to struggle throughout their school careers.
- If help is given in fourth grade, rather than in late kindergarten, it takes four times as long to improve the same skills by the same amount.

Parents who understand these research conclusions realize they cannot afford to waste valuable time trying to figure out if there really is a problem or waiting for the problem to cure itself.

These research conclusions make it imperative for schools to implement screening tools that emphasize phonemic awareness skills. As discussed in the earlier Q & A on **Assessment Issues**, the best plan is to begin screening children in mid-kindergarten and continue screening at least three times a year until the end of second grade.

Reading researchers who designed these screening tools recommend identifying and providing additional assistance to the lowest 20 percent of children. The rationale is that it is better to slightly over-identify the number of children who may be "at risk" of reading difficulty than to miss some who may need help. The worst outcome of over-identification is that a child who would eventually have caught on receives some additional help. Parents should follow this strategy and act early because the worst that can happen is their child will get a little extra help she really didn't need.

Yet identification is only the beginning. Effective and intense intervention must be offered immediately. Students who lag behind their peers must be given extra help, preferably in groups of three or fewer students, by a well-trained educator who knows how to deliver effective instruction. Assignment to these groups can be fluid, with children joining whenever the teacher determines skills are lagging and others moving out as they master skills.

Early signs of difficulty should not be attributed to immaturity. When a kindergarten child confuses letters, associates the wrong sound with a letter, or cannot distinguish a rhyme, it usually has nothing to do with social maturity. These warning signs do not necessarily mean the child has a reading disability; these signs may indicate the child had insufficient preschool preparation. If a child has not been exposed to letters and letter sounds, she usually catches on quickly once exposed. It is only after effective instruction has been provided and the child is still struggling that one can conclude there may be a more serious problem.

Why do parents wait to seek help? In a recent Roper Starch poll, parents' attitudes about their child's learning problems and the public's general awareness of learning disabilities were explored. The poll showed many parents waited far too long to seek help for their child because they worried their child might be stigmatized if found to have a learning problem. Nearly half (48 percent) of parents felt having their child labeled as "learning disabled" was more harmful than struggling privately with an unidentified problem. Of the parents who expressed some concerns their child may be having trouble, 44 percent said that they waited a year or more before seeking help.

Parents who understand the risks of delay in getting help for their child's reading problems are motivated not to wait. Children can be brought up to grade level much more successfully and with less effort if effective intervention is offered early on. Once parents understand the risks of waiting, hopefully it will be easier to overcome concerns and get help immediately.

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Hall, S. (2009). Is It a Reading Disorder or Developmental Lag? Retrieved July 12, 2009, from GreatSchools Web site: <http://www.greatschools.net/LD/identifying/reading-disorder-or-developmental-lag.gs?content=743&page=all>.

http://www.idonline.org/article/Is_It_a_Reading_Disorder_or_Developmental_Lag%3F?theme=print

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US DOE Educational Programs That Work Report on Search and Teach

Archived Information

Educational Programs That Work - 1995

Search and Teach

Search and Teach An interdisciplinary model for the prevention of learning disorders.

Description The program provides a two-part approach to the prevention of learning disabilities: scanning and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Intervention is based upon TEACH, a prescriptive approach that helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, and recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-part sequence of activities with emphasis on accuracy of perception in the first part and on intermodal and prereading skills in the second.

The King's Academy
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Learning Deficits and Classroom Behaviors

Deficits

Attention:

Difficulties characterized by impulsivity, inattention, and hyperactivity

Working Memory (short-term auditory of visual):

The ability to recall and manipulate what has been seen and/or heard

Visual & Auditory Discrimination:

Ability to recognize likenesses and differences among forms and symbols or between sounds the sequence of sounds

Visual & Auditory Sequencing:

Ability to place things seen and heard in order

Visual & Auditory Figure Ground:

Ability to select relevant visual or auditory stimuli and screen out irrelevant stimuli

Ability to distinguish objects or sound from their backgrounds

Classroom Behavior

Difficulty concentrating on a task
Difficulty regulating or managing activity level
Shifts from one activity to another
Daydreams, Blanks out

Not able to learn sight words
Difficulty recalling letter formation and symbols relationships
Difficulty following oral directions
Difficulty taking notes from a lecture

Confuses numbers, letters, words, symbols
Doesn't hear differences in words (deaf-death, vow-thou, etc.)
Difficulty with phonemic and phonological awareness
Difficulty with rhyming
Difficulty hearing syllables and accents
May mispronounce words

Difficulty with spelling, math, pictures, stories, events
Difficulty breaking words into individual sounds or parts
Difficulty following directions
Difficulty learning months of year, seasons, alphabet

Disturbed by workbook format
Loses place while reading
Difficulty reading maps, charts, graphs
Disturbed by background noise
Teacher's voice doesn't stand out from other sounds

Visual & Auditory Closure & Blending:

Ability to recognize the whole when only parts are presented

Ability to combine isolated sounds or syllables

Difficulty with math and spelling

Difficulty with filling in blanks on worksheets and test

Difficulty understanding words when only part is heard

Visual Motor Integration:

Ability to coordinate what is seen with a motor response

Difficulty with all writing tasks (formation and speed)

Difficulty using manipulatives, scissors, etc.

Difficulty counting in one-to-one correspondence

Spatial Perception:

Having a sense of where one is in space and how things in space are related to one another

Having a sense of directionality (left/rightness of things outside oneself)

Difficulty noting differences between similar forms, shapes, symbols (b,d,p,n,u,m,w)

Difficulty spacing words, math problems, using margins, writing on lines

Loses place while reading

Difficulty with spatial judgements such as finding way, crossing street, pouring

Displays poor coordination

Temporal Perception:

Having a sense of where one is in time and of basic time concepts

Difficulty telling how long it will take to do something

Difficulty telling how much time has elapsed

Difficulty planning

Difficulty telling time

Language:

Understanding language that is written and spoken by others (receptive)

Producing language that is read and heard by others (expressive)

Difficulty understanding oral language

Difficulty with reading comprehension

Difficulty putting thoughts into words

Difficulty understanding jokes, idioms, etc.

Difficulty attaching meaning to words (vocab)

Difficulty understanding rules

Struggles with word-finding when answering questions or in conversation

Perseveration:

Tendency for a specific act, behavior, or attitude to continue when it is no longer appropriate

Prolongs reactions and attitudes

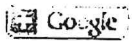
Uses same topic of conversation over and over

Difficulty shifting behaviors in transition times

Struggles when schedule is changed

Parenting

Heavenward by Scotty Smith



A Prayer for Parenting by Grace

Posted: 11 Jan 2013 03:34 AM PST

Unless the Lord builds the house, Those who build it labor in vain. Unless the Lord watches over the city, the watchman stays awake in vain. It is in vain that you rise up early and go late to rest, eating the bread of anxious toil; for he gives to his beloved sleep. Behold, children are a heritage from the Lord, the fruit of the womb a reward.

Ps. 127:1-3

Dear heavenly Father, it's a joy to address you today as the architect and builder of your own house—including the household of faith and my children's place in your family.

As I look back over the years of my pragmatic, gospel-lite parenting, I have a lot of regrets and sadness; but I'm also comforted by the assurance of your sovereignty and faithfulness, even when I was overbearing and under-believing. The move from parenting by grit to parenting by grace has been a slow journey, but one which continues to stretch me. Take me deeper; take me further.

Father, thank you for rescuing me from parental "laboring in vain"—assuming a burden you never intended parents to bear; for only you can reveal the glory and grace of Jesus to our children. Only you can give *anyone* a new heart. You've called us to parent as an act of worship—to parent "as unto you," not as a way of saving face, making a name for ourselves, or proving our worthiness of your love.

Oh, the arrogant pride of thinking that by our "good parenting" we can take credit for what you alone accomplish in the lives of our children. Oh, the arrogant unbelief of assuming that by our "bad parenting" we've forever limited what you will be able to accomplish in the future. Oh, the undue pressure our children must feel when we parent more out of our fear and pride than by your love and grace.

Since our children and grandchildren are *your* inheritance, Father, teach us how to care for them as humble stewards, not as anxious owners. More than anything else, show us how to parent and grandparent in a way that best reveals the unsearchable riches of Jesus in the gospel.

Give us quick repentances and observable kindnesses. Convict us quickly and surely when we do not relate to your covenant children "in line with the truth of the gospel" (Gal. 2:14). Restore the

years eaten away by our moralistic, pragmatic, guilt-laced, fear-filled parenting. Write stories of redemption between us and our kids that clearly reveal your name to be Redeemer. So very Amen we pray, in Jesus' faithful and glorious name.

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Words to Encourage your Kids.

Encouraging words have great power. As Mark Twain wrote, "I can live for two months on a good compliment."

This is also true of our children. Encouragement can inspire them to do what is right, work hard and seek to grow in their walk with Christ.

Proverbs 12:18 says *"reckless words pierce like a sword, but the tongue of the wise brings healing."*

If reckless words can pierce, why is it easier to spend more time correcting and criticizing kids than encouraging them? We are all guilty of this far too often.

If you would like to increase your verbal encouragement of your kids, consider saying one of the following phrases each day this month. These phrases can apply to kids of a variety of ages and for a range of situations.

1. I believe in you.
2. Thanks so much for the way you managed that situation.
3. I really appreciate the way you did that.
4. I like spending time with you.
5. You did a wonderful job putting your toys away.
6. I am so thankful God chose me to be your parent.
7. My life would be boring without you.
8. That was a fabulous idea.
9. You have a beautiful smile.
10. Way to go!
11. You showed courage in that situation.
12. Let us work on it together.
13. I could not have done it without you.
14. That is awesome!
15. You did the right thing, even when no one was watching.
16. You are a person of integrity.
17. I am proud of you because you...
18. Hey, thanks.
19. I am sorry.
20. You are fun to be with.
21. I can tell you have been working hard.
22. I just love spending time with you.
23. I appreciate the way you thought that through.
24. I am so glad you are my child.
25. You really understand how to be a good friend to others.
26. You did a wonderful job.
27. I love your heart.
28. You are so special.
29. I knew you could do it.
30. Thanks for helping even when I did not ask.
31. You are God's true blessing to me.

God's Answer for You

When you say:

God says:

It's impossible...
he'll never remember.

All things are possible (Lk. 18:27)

I'm too tired...
I can't do everything else and
help her, too.

*Come unto me and I will give you
rest (Mt. 11:28-30)*

I can't go on...
we keep fighting the same
battles every year.

My grace is sufficient (II Cor. 12:9)

I can't figure things out...
what's the right thing to do
for him?

I will direct your steps (Prov. 3:5-6)

I can't do it...
she needs too much help.

You can do all things (Phil. 4:13)

I'm not able...
I don't know how to do what
needs to be done.

I am able (II Cor. 9:8)

It's not worth it...
what I do probably won't make
any difference in the long run.

It will be worth it (Rom.8:28)

I can't forgive myself...
I get so impatient and angry
with him.

I forgive you (I Jn.1:9; Rom.8:1)

I'm afraid...
what's her future going to be like?

*I have not given you a spirit of fear
(II Tim. 1:7)*

I'm always worried and frustrated
about his performance.

Cast all your care on me (I Peter 5:7)

I'm not smart enough...
I can't understand what they say.

I give you wisdom (I Cor. 1:30)

I feel all alone...
our family and friends don't understand.

*I am with you and will never leave you
Hebrews 13:5*

HOME MANAGEMENT SUGGESTIONS

1. **Be firm** - establish clear ground rules when your child is young and be consistent into adolescence, making appropriate adjustments as he matures. As his judgment improves, give him more freedom.
2. **Limit the number of decisions your child must make** - dictate time-consuming and non-essential decisions (what to wear, etc.) until your child is mature enough to make these decisions with ease. Give him the choice of one thing (do you want this cereal or that cereal?) rather than everything (what cereal do you want?).
3. **Consider the child's opinion in more important matters** - allow your child to express his wishes and his reasoning in bigger decisions (to go to a birthday party, to go fishing with a friend, etc.) Guide him to understand what is involved in the decision and let him know what his options are. If there is no real reason to deny the child, then allow him to make the decision. He may need time to picture the situation and think it through before deciding.
4. **Give your child household responsibilities** - such activities as helping before and after dinner, making the bed, cleaning, etc. build self-discipline and a sense of responsibility. Select chores and be prepared for the fact that it will take your time, effort, goodwill reminders to get these chores done. Withholding a desired privilege necessary if the child fails to do the chore assigned.
5. **Focus on getting the job done** - when a child has difficulty completing task or gets distracted focus on understanding why the job isn't getting done and on finding ways to help him succeed rather than getting upset or doing the job for him. Recognize that your child does want to succeed but may need your help to develop the skills to do so. Use short lists to help him remember. A list is impersonal and reduces irritations. The child will gain satisfaction as he checks off tasks completed.
6. **Your child may seem to "never hear" or to ignore directions and commands** - your child may not process multiple requests quickly or accurately. Make sure you have your child's attention before making a request. After you've stated your wish in simple, clear, one-concept commands, the child should be asked to repeat what was said. Speaking at a slower rate of speed to the child often is helpful too.
7. **Your child may have disorganized thoughts and have difficulty relating an event in proper sequence** - your child may recall information in a haphazard manner and can make their conversation disjointed and confusing. Be prepared to patiently ask who, what, where, when questions to get the necessary information. Take the time to find out what your child really wants to say and let him know his words are important.
8. **Help your child establish routine** - routine allows your child to function safely and effectively, but his own inner lack of structure will make it difficult for him to maintain a routine. Establish a regular schedule for meals, homework and other chores, TV, getting up and going to bed, etc. and maintain it as consistently as possible. Be careful about exceptions. Recognize that your child's sense of organization may be very fragile.
9. **Discipline effectively**- remember that the focus of discipline is to help your child make wise choices the next time he is faced with a similar situation. Make sure disciplinary measures fit the child and the offense. Also discipline immediately after the offense so that the association between the undesirable behavior and the consequences will be strengthened.

Raising Resilient Children

Fostering Strength, Hope, and Optimism in Your Child

Robert Brooks, Ph.D. & Sam Goldstein, Ph.D.

McGraw-Hill, 2001

Ch. 8 Learning From Mistakes

Outline Summary

When your child makes a mistake, or when something doesn't go right, how does he or she react and handle the situation? The answer is a good indicator of self esteem and a resilient mindset.

Example: Two 9 year old boys.

1. Little League: each struck out both times at bat

Bryant: "Coach, what am I doing wrong? Can you help me?"

James: Screamed at umpire ("You are blind! etc.) and ran off crying after throwing bat

2. Spelling test: both failed

Bryant: Went to teacher and asked for help.

James: Went home and exploded ("My teacher stinks! She didn't give me those word! She should be fired!").

One of the most important features of a resilient mindset is the belief that adversity can lead to growth, that different situations can be seen as challenges not stresses to avoid.

When children (or adults) perceive mistakes as resulting from conditions that cannot be changed or modified, their mindsets may be referred to as "learned helplessness," the feeling that regardless of what I do, nothing good will come of it anyway. They act to avoid humiliation, blame others, make excuse, make jokes, and become bullies. The strategies they use to avoid mistakes make their situation worse because they move further and further from success.

One of the most difficult tasks in developing a resilient mindset is to modify the negative self image. It is incumbent upon parents to understand the factors that contribute to more optimistic perceptions.

Obstacles to a Positive Outlook about Mistakes:

1. The power of Temperament and Biological Factors

- predisposition towards perfectionism and negativity by temperament
- be empathetic and validate feelings rather than become angry and accusative
- offer the possibility of seeking help if and when it is needed

2. Negative Comments of Parents

- respond to mistakes in ways that teach rather than blame
- learn to rely on problem solving

3. Parents Set the Bar too High

- inflated parental expectations lead to ongoing failure
- children learn from an early age that they are not as advanced as they should be
- children become more anxious and upset when don't meet standards
- children believe mistakes are a testimony to their incompetence and should be avoided at all costs

4. Dealing with Fear of Making Mistakes in Ways that Worsen the Situation
 - children do not realize mistakes can be corrected so become entrenched in learned helplessness, and act in negative ways
 - these are signs the child is under great deal of stress and pressure
 - need to step back, reflect on expectations and responses
 - need to appreciate their strengths and help develop better ways of coping

Guiding Principles to Help Children with Mistakes

1. Serve as a Model for Dealing with Mistakes and Setbacks
 - children follow the example of their parents
 - intentionally model a resilient mindset toward mistakes and setbacks
2. Set & Evaluate Realistic Expectations
 - parent expectations should be based on a realistic appraisal of child's temperament, abilities, interests rather than those of the parent
 - unrealistic expectations leads to "what's the use?" mentality
 - mistakes are seen as indictments of inadequacy rather than experiences from which to learn
3. In Different Ways, Emphasize that Mistakes are not only Accepted, but also Expected
 - communicate that mistakes are a natural part of life
 - prepare children for mistakes
 - when a mistake occurs, assume a problem solving stance
4. Loving our Children Should Never be Contingent on Whether or not They Make Mistakes
 - unconditional love remains an underlying principle for helping children deal with mistakes and perceived failure

Willie Stargell, Hall of Fame baseball player for Pittsburgh Pirates, stated after retirement:

Baseball taught me what I need to survive in the world. The game has given me the patience to learn and succeed. As much as I was known for my homers, I also was known for my strikeouts. The strikeout is the ultimate failure. I struck out 1,936 times. But I'm proud of my strikeouts, for I feel that to succeed one must first fail; the more you fail, the more you learn about succeeding. The person who has never tried and failed will never succeed. Each time I walked away after a strikeout, I learned something, whether it was about my swing, seeing the ball, the pitcher, or the weather conditions, I learned something. My success is the product of the knowledge extracted from my failures. (Stargell 1983, 11)

Encouragement

Bible Versus

“I can do everything through Christ who strengthens me.”

Philippians 4:13

“Be strong and courageous. Do not be terrified: Do not be discouraged, for the Lord your God will be with you wherever you go.”

Joshua 1:9

“Trust in the Lord with all your heart and do not lean on your own understanding.”

Proverbs 3:5

“For I know the plans I have for you, declares the Lord plans to prosper you and not to harm you, plans to give you hope and a future.”

Jeremiah 29:11

“When you pass through the waters, I will be with you: and when you pass through the rivers, they will not sweep over you. When you walk through the fire, you will not be burned: the flames will not set you ablaze.”

Isaiah 43:2

“Be joyful always: pray continually: give thanks in all circumstances, for this is God’s will for you in Christ Jesus.”

1 Thessalonians 5:16-19

Positive Discipline

Some key points I noted from Katherine Kersey's presentation:

Good illustration: Children are like a pack of flower seeds with no picture on the cover. We have to provide the nutrients they need to grow and bloom. **If we try to make a rose out of a carnation, we'll get a warped flower at best.**

Children need to connect with the adults in their lives, **that is their lifeline**. If we break the connection, we have to work to re-connect, and while we are not connected, the child is afraid and unsure. **The thing they want most is our "eyeballs" = our attention**. They want our attention more than anything. They are constantly looking at our faces to see how we react to them and what we model for them.

Some advice she gave:

- ❖ **Be authentic** with children.
- ❖ **Validate their reality**-show them that you understand their point of view, even if you don't agree with it.
- ❖ **Teach early on that privileges and freedom go hand in hand with responsibility**. Don't allow too much freedom too early. Allowing a little freedom gradually is better than giving too much and then having to take it away. We have to lovingly be their boss until they are old enough to be their own boss.
- ❖ **Make a list of character traits** (not personality traits) **you want children to have and keep it where you can see it every day and focus on it by:**
 1. **Modeling it**—living it in front of them. Too often, we expect more from children than we do from ourselves.
 2. **Focus on the positive**—on the things that we want to see. Reward the positive instead of focusing on correcting the negative.

Tell a child—"You are a human being not a human doing. **I love you for who you are, not what you do.**"

The Priorities of Parenting: Five ideal goals for raising a balanced, well-rounded child

By Michael J. Bradley Ed.D

Being a parent is generally a joyful, rich experience. But it is also challenging, especially when it comes to choosing and setting your parenting priorities. Just when you think you've finally got it all together, a new trend catches fire that suggests something else should rise to the top of your list. Enrichment programs, sports clinics, competitive pre-schools — the list and possibilities can seem endless and bewildering.

So what's a parent to do? First, take a breath. Experts who study these issues usually find that most extra activities offer, at best, minor benefits for raising successful human beings and, at worst, can be overwhelming and taxing for our children.

The biggest parental mistake we make is that we tend to define success by grade point averages rather than eventual life happiness. Our second mistake seems to be (as author Mel Levine puts it) that we focus too much on college-prep and too little on life-prep. To help you breathe a little easier, you'll find a ranked list of parenting priorities below. Keep them in mind when you're debating whether to sign your child up for language immersion school, or to lie down with him in the backyard and stare at the sky.

1. Your Relationship

You are the most powerful influence in your child's life. Without a connection to your child, none of the other priorities will be possible. Well-adjusted kids have strong, respect-based relationships with their parents. These parents tend not to be drill sergeants or buddies. Instead, they consistently hold to fair limits for their child. These parents approach borders with calm, not rage, and teach values with love, not a fear of whether or not their child will make the right decisions.

2. Your Child's Heart

Integrity, compassion, courage — these aspects of your child's character push the values in his mind into actions. Values without heart are useless. Encourage experiences where your child will interact with and see things firsthand. Better yet, model them. Focus on who you want your child to be at age 40, not 19. Your job is not to raise an Ivy Leaguer, but to shape the parent of your grandchildren.

3. Your Child's Identity

Instead of controlling your child, help her learn to control herself. This requires that she develop values that are her own. The successful (and safe) teen doesn't say, "No thanks. I can't drink — my dad would kill me." She says, "No thanks. I don't drink." Building positive values comes from allowing kids to explore who they are and what they believe. Whenever possible, encourage your child to make age-appropriate decisions about appearance, interests, and ethics.

4. Your Child's Academic Success

Do what you can to use positive incentives for great grades, but know that tormenting your child for academic excellence can be detrimental. Insist on academic successes that are appropriate for your child. Remember that when the time comes there are safety nets for older kids who haven't learned how to learn. For example, community colleges can be great launching pads to the best schools in the world. Immediate excellence won't make or break your child.

5. Your Child's Activities

Sports, music, and enrichment programs are wonderful things, but only in the dose that's correct for your child. Each kid is unique. As a rule of thumb, push for at least one activity. But be sure to remember that unstructured pastimes (like your young child's dollhouse or a teen's rock band) are great places to learn many complex and critical life skills like discipline, negotiation, and tolerance.

FIVE REASONS TO FOCUS ON THE POSITIVE WITH CHILDREN (Discipline: To teach and train. The goal of discipline is self-discipline.)

1. **WORDS MATTER** - It takes at least 10 positive interactions to counteract one negative comment a child hears. It matters what words we use because words have power to change the way a child thinks and feels about himself. Words that may not seem important to a parent or teacher may be the defining moment of a child's life.

2. **BUILDING CONNECTION IS ESSENTIAL** - We want to spend our energy building a positive bond and relationship with the child. By focusing on the positive, we put our energy into connecting with a child instead of spending energy reconnecting. We want to stay connected because connection helps children to respect themselves.

3. **RESPECT IS FOUNDATIONAL** - When you treat children with respect, it helps them respect themselves. When you form a relationship of trust, you show your child you believe in him, and then he comes to believe in himself. If you respect a child, he will return the favor.

4. **CHILDREN REPEAT THE BEHAVIORS THAT WORK** - Children repeat the behaviors that work and eliminate the behaviors that don't work. We need to make sure that children get our eyeballs (attention) when they behave appropriately in positive ways!!

5. **OUR GOAL IS TO EMPOWER CHILDREN** - We want to empower children and convince them that they have the power to make good choices so that they will come to make choices for themselves that will be in their own best interest. We want to give children the skills that teach them how to redirect their own behavior and gain confidence that they can make the right choices.

FIVE REASONS NOT TO PUNISH CHILDREN (Punishment: Purposeful pain inflicted on children)

1. **PUNISHMENT BLOCKS THE LEARNING PROCESS** - A child who is spanked or hit is no longer in a frame of mind to learn. He has to do something with the anger which will either be turned inward against himself or outward into retaliation, both which are damaging. Harsh discipline fails to teach appropriate behavior. When we use harsh discipline, we pass up the teachable moment, which is the window of opportunity for helping children reflect on their reactions and learn a better way.

2. **THE ADULT IS MODELING AGGRESSION** - When you spank or hit a child, you become a role model for aggression and the child thinks it is OK to hit or retaliate when they are angry. You are giving them license to hit. However, when we provide a connection and bond with children, they will want to please us, imitate us, to be like us. When we speak respectfully and show children kindness, they will return the kindness and respect to us.

3. **THE MEMORY LASTS A LIFETIME** - "Smacking a child to quiet him will startle him and shame him into either tears or silence. Whatever the momentary gain for the disciplinarian, for the child, the lesson in shame and anger is lasting." (Drs. Kindlon and Thompson, Ph.D. authors of Raising Cain - Protecting the Emotional Life of Boys)

4. **THE GOAL OF DISCIPLINE IS SELF-DISCIPLINE** - Instead of fostering the development of internal controls, harsh discipline reinforces the idea that discipline comes from external forces. Instead of leading a child towards better decision-making, it prevents him from internalizing strong values and learning the lessons of empathy and respect that lead to responsible, moral behavior and emotional accountability.

5. **IT IS AGAINST THE LAW** - Hitting anyone other than a child is called "assault and battery" and is punishable by law.

FIVE REASONS TO FOCUS ON THE POSITIVE WITH CHILDREN (Discipline: To teach and train. The goal of discipline is self-discipline.)

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Back-to-school stress: How to recognize it and help kids manage it

August 23, 2014

By Valerie Strauss



Yes, kids get super-stressed, too, but it isn't always easy to tell what is bothering them because they hide symptoms or explain them in vague ways. As the 2014-15 school year gears up, it's a good time to learn how to identify stress in children and teens and help them manage it. Here are some tips from the professionals:

From the American Psychological Association:

Young people, like adults, experience stress. It can come from a variety of sources including doing well in school, making and sustaining friendships, or managing perceived expectations from their parents, teachers or coaches. Some stress can be positive in that it provides the energy to tackle a big test, presentation or sports event. Too much stress, however, can create unnecessary hardship and challenge. Adults can sometimes be unaware when their children or teens are experiencing overwhelming feelings of stress. Tuning into emotional or behavioral cues

is important in identifying potential problems and working with your young person to provide guidance and support to successfully work through difficult times. Here are some tips from the American Psychological Association on ways to recognize possible signs of stress:

Watch for negative changes in behavior

Youth of all ages, but especially younger children, may find it difficult to recognize and verbalize when they are experiencing stress. For children, stress can manifest itself through changes in behavior. Common changes can include acting irritable or moody, withdrawing from activities that used to give them pleasure, routinely expressing worries, complaining more than usual about school, crying, displaying surprising fearful reactions, clinging to a parent or teacher, sleeping too much or too little, or eating too much or too little. With teens, while spending more time with and confiding in peers is a normal part of growing up, significantly avoiding parents, abandoning long-time friendships for a new set of peers or expressing excessive hostility toward family members, may indicate that the teen is experiencing significant stress. While negative behavior is not always linked to excessive stress, negative changes in behavior are almost always a clear indication that something is wrong. Adults will want to pay attention to these behaviors and determine an appropriate response or intervention.

Understand that “feeling sick” may be caused by stress

Stress can also appear in physical symptoms such as stomach aches and headaches. If a child makes excessive trips to the school nurse or complains of frequent stomachaches or headaches (when they have been given a clean bill of health by their physician), or if these complaints increase in certain situations (e.g., before a big test), that child may be experiencing significant stress.

Be aware of how your child or teen interacts with others

Sometimes a child or teen may seem like his or her usual self at home but be acting out in unusual ways in other settings. It is important for parents to network with one another so that they can come to know how child or teen is doing in the world around them. In addition to communicating with other parents, being in contact with teachers, school administrators and leaders of extracurricular activities can help parents tap into their child or teen's thoughts, feelings and behaviors, and be aware of any sources of concern.

Listen and translate

Because children are often not familiar with the word stress and its meaning, they may express feelings of distress through other words such as “worried,” “confused,” “annoyed” and “angry.” Children and teens may also express feelings of stress by saying negative things about themselves, others, or the world around them (e.g. “No one likes me,” “I’m stupid,” “Nothing is fun.”). It is important for parents to listen for these words and statements and try to figure out why your child or teen is saying them and whether they seem to indicate a source or sources of stress.

Seek support

Parents, children and teens do not need to tackle overwhelming stress on their own. If a parent is concerned that his or her child or teen is experiencing significant symptoms of stress on a regular basis, including, but not limited to those described above, it can be helpful to work with a licensed mental health professional, such as a psychologist. Psychologists have special training to help people identify problems and develop effective strategies to resolve overwhelming feelings of stress.

Special thanks to psychologists Mary Alvord, PhD, and David J. Palmiter, Jr., PhD, ABPP, for their assistance and expertise.

And here, from Michelle Bersell, a psychotherapist and expert in the field of child consulting, are five ways to help young people manage their own back-to-school stress:

1. **Ease the Transition:** Don’t overwhelm your child’s schedule all at once; use the first couple of weeks to keep it simplified. As you add activities, watch what happens to your child’s response to stress. Assess how they are coping with a fuller schedule and ask how they are doing.
2. **Take Note of “Sideways” Emotional Responses:** Take notice if your child seems to be more sensitive, emotional, or short-tempered as they start back to school. These are signals your child is emotionally overwhelmed and aren’t sure how to process their feelings in a healthy way.
3. **Time Emotional Conversations:** Parents often complain about getting one word responses, such as “Good,” or “Okay” from their child about their day. One main reason for kid’s short responses is timing. Pick a time to talk to them when they are less likely to be distracted with

their own needs or concerns, such as bedtime. Then ask questions about how they felt about certain aspects of their day.

4. Normalize & Support Negative Feelings: When your child does admit to feeling upset, explain that their feelings are normal. If possible, share a time when you felt similarly and how the situation worked out in the end.

5. Emphasize the Importance of Their Feelings: Help them learn to honor their feelings rather than hide from them. Reiterate the importance of sharing their feelings. The bottom line is the more they share, the more you can support them to recognize and overcome their fears through taking empowered actions.

Increasing Your Child's Attention Span

- 1) Increasing your child's attention span is a very slow process but well worth your time and effort. It takes time! The child's age will determine which activities you will use to increase his attention. For toddlers, playing quietly by themselves is a good activity. For older children, homework or reading are good activities. When you first begin, try to use an activity that your child enjoys.
- 2) Measure how long your child can do the activity now (e.g., 1-5 minutes).
- 3) Pick a time each day to work on this in a planned, structured way.
- 4) Tell the child to engage in the activity for an amount of time you feel certain he can do it (e.g., "Play quietly for 1 minute.") Set a portable kitchen timer for that amount of time.
- 5) Praise your child briefly (without distracting him) during this time (e.g., "You're playing nicely").
- 6) If your child engages in the activity for the specified amount of time, praise and reward him by spending 5-10 minutes playing with him, offering a nutritious snack, reading a story, tell him you are proud, etc.
- 7) Gradually increase the time, but only if the child is doing well at the shorter time length.
- 8) If the child is enjoying quiet activities at any other time during the day, be sure to praise him often for that.
- 9) If the child tantrums or misbehaves seriously during the "quiet time" place him in time-out. After the time-out, tell the child to engage in the activity. Praise him for getting started and trying. Make this as pleasant as possible but do not give in to the misbehavior by allowing the child to get out of the specified "quiet time."
- 10) Equally important is modeling the kind of behavior you expect your child to show. For example, if you would like your child to read more, it's important that he see you reading.
- 11) You will have to provide praise and admiration for your child's appropriate behavior as long as he resides at home (and, for some kids, even when he comes home from college). Don't assume that an older child "should just do it without parents having to say anything."

(Adapted by S. Berry & K. Wills, from E. Christopherson, et al., Behavioral Pediatrics: Prevention, Early Detection, and Management. University of Kansas Medical Center, Kansas City, Kansas.)

A READING-STRATEGY CHECKLIST

Name _____ Date _____

Before Reading

- ___ I think about the cover, title, and what I know about the topic.
- ___ I skim, looking at and thinking about illustrations, photos, graphs, and charts.
- ___ I read headings and captions.
- ___ I read the back cover and/or print on the inside if the jacket.
- ___ I use the five-finger method to see if the book is just right for me.
- ___ I ask questions.
- ___ I make predictions.

During Reading

- ___ I make mental pictures.
- ___ I identify confusing parts and reread them.
- ___ I use pictures, graphs, and charts to understand confusing parts.
- ___ I identify unfamiliar words and use context clues to figure out their meanings.
- ___ I stop and retell to see what I remember. If necessary, I reread.
- ___ I predict and adjust or confirm.
- ___ I raise questions and read on to discover answers.
- ___ I jot down a tough word and the page it's on and ask for help.

After Reading

- ___ I think about the characters, settings, events, or new information.
- ___ I discuss or write my reactions.
- ___ I reread parts I enjoy.
- ___ I skim to find details.
- ___ I reread to find support for questions.

The King's Academy
Discovery Program
Parent Evaluation

Please help us do a better job. Your input will be appreciated. Use this form to express your evaluation of your child's experience as a part of the Discovery Program at TKA.

My child participates in: ET ___ Teach ___ TSH ___ Ind. Eng./ Math ___ Rx for Read ___

Quality of Instruction

Never Always

- | | | | | | |
|---|---|---|---|---|---|
| 1. I have confidence in the instructor | 1 | 2 | 3 | 4 | 5 |
| 2. I understand the techniques/materials and their purposes | 1 | 2 | 3 | 4 | 5 |
| 3. I understand how the therapy process benefits my child | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Accommodations and/or Modifications

- | | | | | | |
|--|---|---|---|---|---|
| 1. I am satisfied with the plan for my child | 1 | 2 | 3 | 4 | 5 |
| 2. I am involved in the decisions regarding classroom accommodations and modifications | 1 | 2 | 3 | 4 | 5 |
| 3. I think the classroom teacher(s) cooperate(s) | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Educational Therapy Process

- | | | | | | |
|--|---|---|---|---|---|
| 1. I understand the process of Educational Therapy | 1 | 2 | 3 | 4 | 5 |
| 2. I am able to visit sessions at least 6 times yearly | 1 | 2 | 3 | 4 | 5 |
| 3. I understand the goals of educational therapy | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Homework

Never

Always

- | | | | | | |
|--|---|---|---|---|---|
| 1. I understand the purpose of therapy homework | 1 | 2 | 3 | 4 | 5 |
| 2. I help my child give priority to therapy homework | 1 | 2 | 3 | 4 | 5 |
| 3. I regularly monitor rhythmic writing | 1 | 2 | 3 | 4 | 5 |
| 4. I feel confident implementing therapy homework accurately | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Discovery-Home Communication

- | | | | | | |
|--|---|---|---|---|---|
| 1. I am satisfied with the amount of contact I receive | 1 | 2 | 3 | 4 | 5 |
| 2. I find regular parent meetings to be beneficial | 1 | 2 | 3 | 4 | 5 |
| 3. I have had ample opportunity for learning | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Concerns _____

Suggestions _____

Optional:

Name _____ Student _____

Date _____

Resources

Activities to Stimulate Perception at Home (and in the car☺)

*Make it fun! Keep it Short!
Quit before either of you get frustrated or angry!*

Visual Discrimination and Memory [Lamb Chop Matching and Recall on SEARCH]

- Use 2 sets of magnetic letters on the refrigerator and have child match rows or use on table and do the same
- Show a shape and have child find the "same shape" in room; later show a shape then hide it and ask child to find something in room that is the same
- Provide fun, age appropriate puzzles that you work on together, talking about the pieces as you find them and place them
- Sort objects by size, color, or shape (i.e. coins, buttons, cut-out shapes, rocks, etc.)
- As you look at/read books, ask child to point out specific objects in the pictures and not always the most obvious ones
- Play commercial memory games such as "Guess Who" & "Concentration"
- Play informal game in car – "I'm thinking of something that looks like..." (describe objects, letters, numbers, etc. with enough information to help paint a picture in your child's mind); then ask, "What is it?"
- Play "Tell me what _____ looks like"; have child tell you in his own words what an object, letter or number looks like

Auditory Discrimination and Memory [includes Rote Sequencing on SEARCH]

- Play rhyming games such as, "If I say fish, you say ____."; try two-syllable words too ("If I say happy, you say ____.")
- Read nursery rhymes in which your child has to supply the missing word, which is one of the best ways to develop this area
- Take turns saying as many words as you can think of that begin with the same sound (i.e. book, bat, boy, bun, etc.); do same thing with ending sounds (i.e. bag, big, hog, tug, etc.), which will be more difficult
- Play the "Simon" game found at department stores
- Play "Same/Different" by saying 2 words and asking if they are exactly the same word or different (this is not for rhyming but for exact words)
- Play "Simon Says" a lot and you can use this for getting your child to follow your directions for a task
- Use number, time and size concepts as a part of *every day conversation*:
 - Use zero (none) as well as regular numbers: "How many cookies are left? Zero."
 - "How many crackers do you have?"
 - Use ordinals when appropriate: first, second, third, etc... "Put it in the **second** drawer." "What was the **first** thing I said for you to do?" "What will you do **last**?"
 - Use terms relating to size: "Which is **bigger**? Give me the **smallest** one."
- Play, "You say what I say" – start with short sequences (3) and work up to longer ones (up to 7) (i.e. "9,2,4" or "n, x, t, p" or "yellow, green, blue, white"); then

eventually work up to sentences, which may prove to be a good way to review Bible memory verses

- Play lots of "Before/After" games; make up games with numbers, letters, days, months, activities, etc. by asking "What comes before/after ____?"
"Pick up the cars **before** you pick up the blocks." "Close the box **after** you finish."

Articulation [SEARCH]

- Correct hearing is a significant component in correct speaking; be sure your child has the screening provided by the school
- Always listen for words that your child may not be articulating correctly; then say, "Look at my mouth. Say it after me." Help him/her see where your tongue, teeth or lips are in relation to the word being pronounced
- Sometimes just insisting that they listen more carefully and/or say it more slowly will make the necessary difference
- Work on that particular sound consistently – don't ignore it or think it's cute, because that could interfere with correct spelling of that word later on
- You may try a few fun "tongue twisters" such as "Peter Piper..."
- Your child may need the services of a trained speech teacher to provide the help needed

Sound/Symbol Association [Initials on SEARCH]

- Play a game of "What sound do you hear at the beginning (or end) of ____?" - any word you would choose to say as you put away the dishes, sort the laundry, go grocery shopping, etc.
- Spread out letters of the alphabet on the table and say a word; ask child what beginning sound he heard and then pull out that letter from the others and say the letter name
- As child gains the knowledge of several letter names and sounds, have him/her write them on the chalk board

Directionality [SEARCH]

- Talk about things in relation to left and right as often as possible in a natural way;
"Which way do we turn when we get to our street?" "Please pass the salt with your **right** hand." Put the napkin on the **left** side of the plate." "Open the **right** side of the cabinet to find the paper plates." "Which hand are you using?"
- Play "Simon Says" using commands that refer to the left and right sides of the body because just thinking about directions, seeing the relationship of things in directional terms, and, most importantly, verbalizing them will help a child learn left and right
- Do the "Hokey Pokey" as often as you can tolerate it ☺
- Always encourage any writing or scanning of visual material to be done in a left to right flow

- Play "Twister" and any creative games using the words left and right

Finger Schema [SEARCH]

- Refers to a child's sensory feedback from tactile stimulation (touch) of the fingers; it indicates a child's awareness of his own body in space in relation to his fingers and is a key in developing proper pencil grip and other fine motor development
- Have child close his eyes and then lightly touch the first knuckle of a finger or two and ask him to show (or tell) you which finger was touched
- Create a "Feely Meely" box with a variety of objects of different textures for the child to handle (without seeing them) and try to identify
- Use some of the following to strengthen the small muscles of the hand and fingers:
 - Put pennies in a bank
 - Put button in a small bottle
 - Screw jars lids on and off
 - Wring out wash cloths after use
 - Squeeze a sponge
 - String beads on a shoelace or Cheerios on a string
 - Lace shoes; teach to tie also
 - Tie and untie knots in an old shoestring or small rope
 - Put nuts and bolts together and take them apart
 - Teach child to buckle and unbuckle his own seatbelt
 - Practice fastening and unfastening zippers, buttons, snaps, etc.
 - Teach child to snap his fingers
 - Use tweezers to pick up rice or popcorn kernels and drop them in containers
 - Lock and unlock doors (with supervision, of course)
 - Use a screwdriver to loosen or tighten screws
 - Use sewing cards (store-bought or make your own)
 - Provide clay to squeeze, roll, shape, press, etc.
 - Encourage much play with log sets, Legos®, or other building sets
 - Teach child how to use scissors and make sure the scissors cut easily©
 - [If your child is left-handed, provide left-handed scissors.]
 - Roll clay into a rope and cut it with scissors
 - Cut corners off paper
 - Fringe sides of paper
 - Cut straight lines; then simple curved lines
 - Progress to cutting simple pictures from coloring books, magazines, etc.

Visual-Motor and Pencil Grip (praxis) [Designs on SEARCH]

- It is very important that you monitor your child's grip of any writing instruments at home because it is much better to begin the writing process correctly rather than "fix the problem" later on after habits have been established (consider the demand in years ahead for much note-taking)
- Have child draw shapes, letters, numbers and/or other designs on a chalkboard (rather than a white marker board) for better tactile stimulation
- Have child do dot-to-dot and tracing activities (commercial or homemade); start with straight lines and simple shapes (square and triangle); draw 2

parallel lines about an inch apart and have child draw a line between them, gradually narrowing the space between them as your child gains more control

- Start with tracing activities before moving to copying
- Teach child how to work through simple mazes
- Young children do better with larger (fatter) writing instruments (i.e. chalk holder, triangularly-shaped pencils, thick primary crayons, etc.); often, the biggest deterrent to proper pencil grip is requiring a child to write too small too soon
- Use of a pencil gripper on the end of the pencil is usually very helpful or wrap a rubber band around the pencil about 1" from the point for finger placement
- Don't insist on perfectly formed letter and numbers, but do encourage a consistent top to bottom and a general left to right formation of letters; circles should be drawn counterclockwise for a right-handed child and clockwise for a left-handed child
- Be sure to "model" the correct pencil grip yourself in front of your child
- See attached sheet for correct pencil grip and letter/number formation which should be monitored carefully any time a child writes at home
- Whenever you see an incorrect grip, remind your child of the correct grip and help him reposition it and even guide his hand, as necessary; remember, **consistency is the key** both at school and at home

READINGrockets®

Reading Tips for Parents of Kindergartners

By: Reading Rockets (2008)

Play with letters, words, and sounds! Having fun with language helps your child learn to crack the code of reading. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

Talk to your child

Ask your child to talk about his day at school. Encourage him to explain something they did, or a game he played during recess.

Say silly tongue twisters

Sing songs, read rhyming books, and say silly tongue twisters. These help kids become sensitive to the sounds in words.

Read it and experience it

Connect what your child reads with what happens in life. If reading a book about animals, relate it to your last trip to the zoo.

Use your child's name

Point out the link between letters and sounds. Say, "John, the word jump begins with the same sound as your name. John, jump. And they both begin with the same letter, J."

Play with puppets

Play language games with puppets. Have the puppet say, "My name is Mark. I like words that rhyme with my name. Does park rhyme with Mark? Does ball rhyme with Mark?"

Trace and say letters

Have your child use a finger to trace a letter while saying the letter's sound. Do this on paper, in sand, or on a plate of sugar.

Write it down

Have paper and pencils available for your child to use for writing. Working together, write a sentence or two about something special. Encourage her to use the letters and sounds she's learning about in school.

Play sound games

Practice blending sounds into words. Ask "Can you guess what this word is? m - o - p." Hold each sound longer than normal.

Read it again and again

Go ahead and read your child's favorite book for the 100th time! As you read, pause and ask your child about what is going on in the book.

Talk about letters and sounds

Help your child learn the names of the letters and the sounds the letters make. Turn it into a game! "I'm thinking of a letter and it makes the sound mmmmmm."

Find these and other downloadable tips and guides in our **Guides section**.
<http://www.readingrockets.org/article/7835?theme=print>

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READINGrockets®

Reading Tips for Parents of First Graders

By: Reading Rockets (2008)

Give your child lots of opportunities to read aloud. Inspire your young reader to practice every day! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

Don't leave home without it

Bring along a book or magazine any time your child has to wait, such as at a doctor's office. Always try to fit in reading!

Once is not enough

Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.

Dig deeper into the story

Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"

Take control of the television

It's difficult for reading to compete with TV and video games. Encourage reading as a free-time activity.

Be patient

When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

Pick books that are at the right level

Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

Play word games

Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

I read to you, you read to me

Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

Gently correct your young reader

When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter.

Talk, talk, talk!

Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.

Write, write, write!

Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he is learning at school.

Find these and other downloadable tips and guides in our **Guides section**.

<http://www.readingrockets.org/article/7835?theme=print>

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Helpful Resources

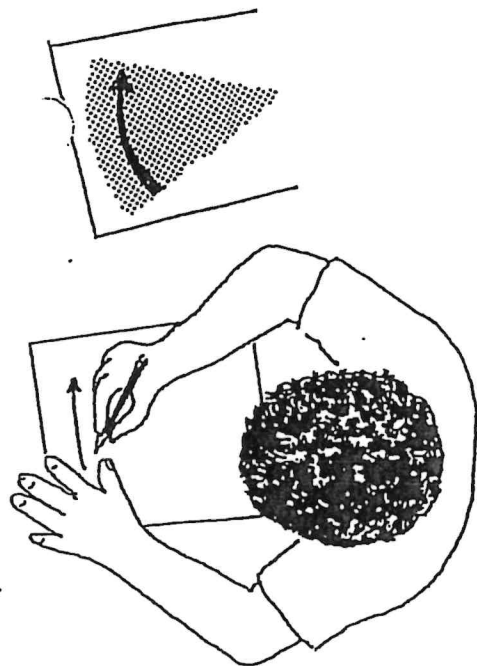
While we cannot endorse everything on each site, these are sources for information, helpful hints, and even educational games on the internet. Some sites are geared toward helping students be good readers, while others focus on helping students with diagnosed learning disabilities and their families. But most give lots of good information which can help even the most successful student, and some have e-mail newsletters to which parents or educators may subscribe. We encourage you to check some of these out:

- National Institute for Learning Development <http://www.nild.org/>
- Search and Teach <http://www.searchandteach.com/>
- USDOE report on Search and Teach <http://www.ed.gov/pubs/EPTW/eptw11/eptw11q.html>
- Reading is Fundamental <http://www.rif.org> Games & Activities <http://www.rif.org/readingplanet/>
- Reading Rockets <http://www.readingrockets.org> and its sister site, LDOnline www.ldonline.org
- PBS Kids – Online Reading Games <http://pbskids.org/lions/games/>
- Educational Games- <http://arcademicskillbuilders.com/>
- Get Ready to Read- Information & Games <http://www.getreadytoread.org/content/view/101/317/>
- Science Daily Articles <http://www.sciencedaily.com/releases/2008/03/080306091133.htm>
- Learning Disabilities Association of America <http://www.lदानatl.org/>
- National Center for Learning Disabilities <http://www.ncld.org/>
- The International Dyslexia Association <http://www.interdys.org/>
- Orton-Gillingham <http://www.orton-gillingham.com/>
- All Kinds of Minds Website with Mel Levine and others- <http://www.allkindsofminds.org/>
- Rick Lavoie's website- <http://www.ricklavoie.com/>
- Educational Games- www.funbrain.com

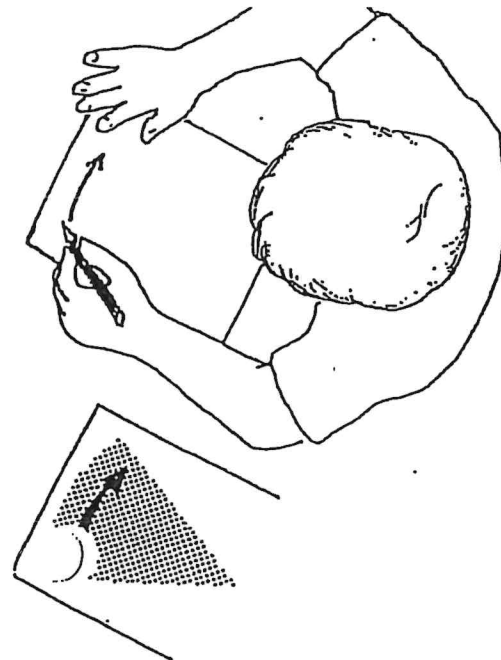
HANDWRITING TIPS:

William Van Cleave

- I. Body:
 - A. feet flat
 - B. back straight
 - C. both arms on table (including elbows)
- II. Paper Position:
 - A. paper tilted at 45 degrees
 - B. corner folded if necessary
- III. Hands & Grip:
 - A. fingers should be in triangular position - thumb and first finger squeeze pencil while middle finger acts as bridge for pencil
 - B. index finger's pad should be pressed against the pencil
 - C. pencil should rest on the arch between thumb and first finger, and eraser should point over shoulder
 - D. wrist should be flat on table
 - E. other hand should be on top of paper to pull paper up (so writing hand doesn't have to move down)
 - F. arm should arc across page as student writes (instead of wrist flipping back and forth)
- IV. Script:
 - A. every lower case letter begins on the line
 - B. letters should be taught in groups by formation



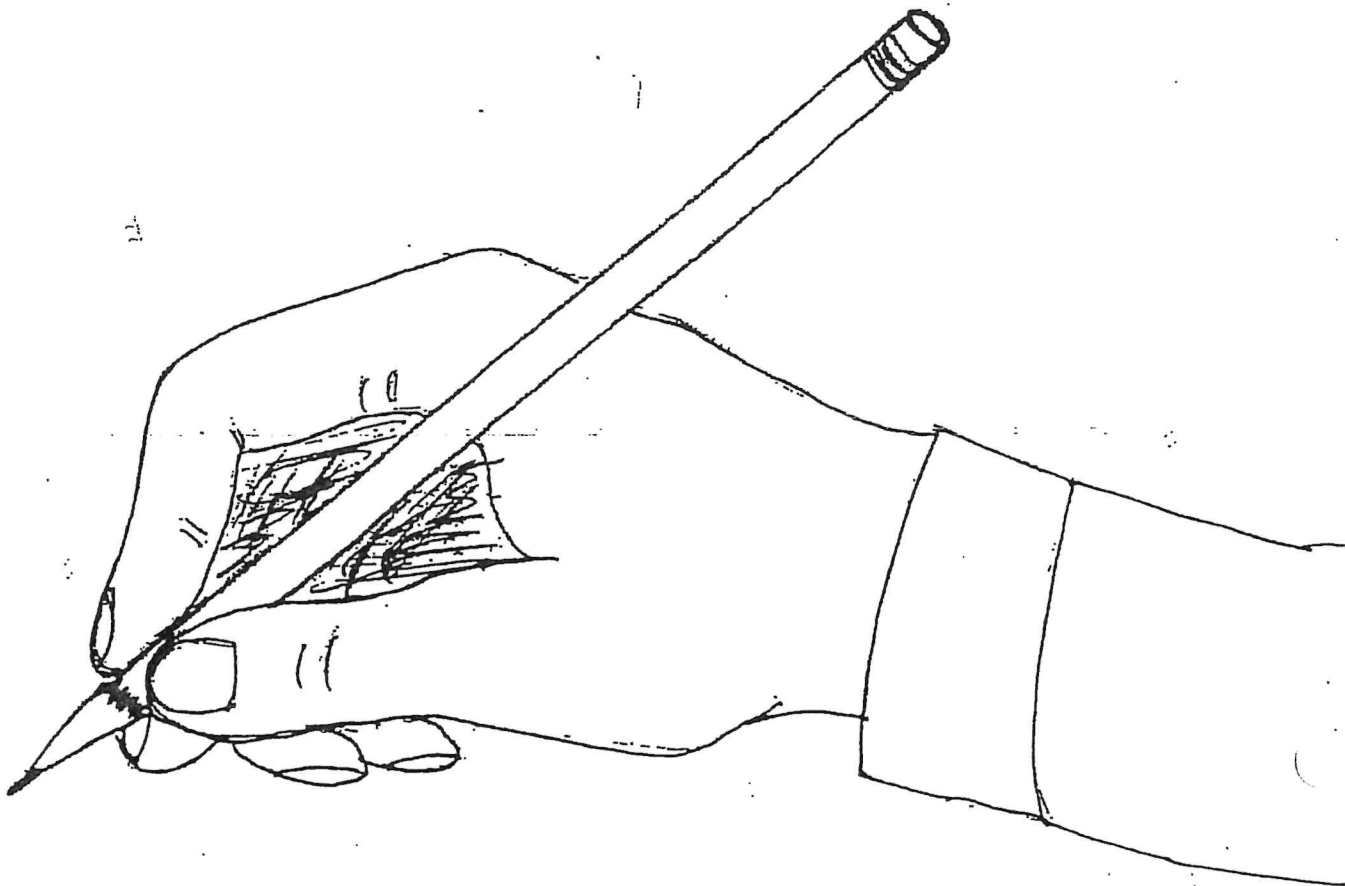
POSTURE HABITS



CORRECT PENCIL GRIP – Right Hand

Pinch – Prop – Curl

- Pinch the pencil with the index finger and thumb
- Prop the pencil on the first joint of the middle finger
- Curl the other two fingers into the hand
- Pencil should rest on the curve between the thumb and index finger
- Pencil eraser should point in general direction of shoulder, not to the side, perpendicular, or in front of hand
- Do not allow any "hook" in the wrist



CORRECT PENCIL GRIP – Left Hand

Pinch – Prop – Curl

- Pinch the pencil with the index finger and thumb
- Prop the pencil on the first joint of the middle finger
- Curl the other two fingers into the hand
- Pencil should rest on the curve between the thumb and index finger
- Pencil eraser should point in general direction of shoulder, not to the side, perpendicular, or in front of hand
- Do not allow any “hook” in the wrist

