

1: How to Help a Late Talker - Speech And Language Kids

Teach your child how to break down overall tasks into smaller, manageable chunks so preparing for a test isn't overwhelming. You also can introduce your child to tricks like mnemonic devices to help with recalling information.

Janet Lehman, MSW talks frankly about how she and her husband James dealt with it when their son had trouble at school. I immediately took the stance of viewing myself as the victim in the situation. In fact, very quickly it became all about me. As much as you can, put personal feelings aside and focus on your child. I was upset at the school, the teacher and the administrators. I knew he was right. We also knew we needed to plan out how we were going to present ourselves at the meeting with his teachers. James and I decided that we wanted to be in partnership with the school as much as possible, because this would give our child the best chance of getting through the year and moving on to fourth grade. As hard as it was, I knew I needed to put all of my personal feelings aside and focus on what was best for our son. This brings me to my first tip for parents when their child is having trouble at school: James reminded me again before we went into our meeting: Up until third grade, our son had been able to use charm to get by in school. Fortunately, his teacher saw through that act and realized it was a bit of a cover for some of his learning struggles. This brings me to my second tip: As much as is possible, work with school administrators and teachers. Partner with them instead of making an adversary out of them. In my opinion, the only way to create success is to partner with the school. Pinpoint someone in the school who you can work with—it could be a guidance counselor, school social worker, a coach, or even the principal. This person will be able to advocate for your child more effectively than you can in some instances, and might also be able to shoot you an email when they notice something or feel like your child needs some extra help. Our whole family worked especially hard during third grade: James would also sit with our son and do homework every night. He never did the work for him—he was just there to answer questions and give him help if he needed it. But as our son did more homework, his classroom performance improved, which then encouraged him to do more homework. So my third tip is: Communicate regularly with the school. At home, sit with your child if possible and help him through his homework assignments. I think one of the key things our son realized was that his teacher and his parents were going to hold him responsible for his own work. We also attended an evaluation meeting for him where testing was recommended. He had some tests done and it was discovered that he had a mild learning disability. As a result, the teachers arranged for some accommodations so he could do certain things differently. So again, the school was taking some responsibility to help him, but even more importantly, our son was gradually taking responsibility for his learning. If the struggle persists even with teacher help and parental support, have him tested professionally immediately to determine whether or not he has a learning disability. We thought that was an important life lesson for our son: Openly complaining only encourages your child to blame the teacher for his problems, and to stop being accountable for his schoolwork. They generally respect parents who are aiding them by helping their child learn. Teachers also want to feel support from parents for what happens in the classroom. But in the long run, holding him responsible is the best thing for his future. Sometimes it brings up feelings you had when you were a kid. And believe me, I had some of those feelings. Thank goodness for James. He was able to turn my thinking around and really take it off me and focus it on our son. It was a turning point for me as a parent and in the way I viewed myself as a social worker. They may never realize how helpful some of the school folks have been. Show Comments 10 You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a political or religious nature. A veteran social worker, she specializes in child behavior issues—ranging from anger management and oppositional defiance to more serious criminal behavior in teens. In addition, Janet gained a personal understanding of child learning and behavior challenges from her son, who struggled with

learning disabilities in school.

2: Dysgraphia – Get Help for Your Child Here!

More time spent in the car, less walking around, and infant props such as exersaucers and jolly jumpers all mean less floor time and less movement. Physical awareness and body control are vital skills to acquire.

Others meet expected developmental milestones as babies, but begin showing behaviors during their toddler and preschool years that send up red flags to parents and pediatricians. Some children appear to do well as babies, toddlers, and preschoolers, and only after entering formal schooling do they begin exhibiting symptoms indicating that specific educational programming, in addition to or instead of the regular classroom curriculum, may be required to help them reach their potential. These children seem to be good at everything but school, and just like those with more serious conditions, they have the right to appropriate educational modifications needed for their school success. Public Law provides that all children have the right to learn to the degree their potential allows. Blame helps no one. Instead, parents can take proactive steps that lead to educational success: The teacher might assure parents that children mature and learn at different rates, and that their child falls within norms for the grade level. If the parents are not satisfied, or if the teacher, too, has concerns, a second step is taken: Usually parents, the teacher, a school psychologist and an administrator attend the SST. A speech therapist and special education teacher could be included. The student participates if he is old enough to understand and contribute to the discussion. The meeting culminates with the creation of a time-limited intervention plan, usually six to eight weeks. At the end of the arranged time, a second meeting is called to evaluate improvement. If progress was made, the modifications remain in place, and it is hoped growth will continue. If the plan has not resulted in greater success, a third step is recommended. The third step includes one or more formal evaluations done by the school psychologist, speech pathologist or a special education teacher. The results of the evaluations determine whether a child qualifies for special services or accommodations. Children with physical or medical conditions that interfere with classroom success, such as poor vision, poor hearing or diabetes, for example, might be placed on a plan. This could include large-font books, sitting nearer the center of teaching, or receiving medication during the day. If formal evaluations indicate a learning disability or speech impairment, for instance, special services may be recommended. This document states objectives and goals, and benchmarks for reaching the goals. A complete formal evaluation is redone every three years. They are encouraged to ask questions during or following these meetings so that everyone understands what has been agreed on. They may show physical symptoms associated with stress, or not want to attend school. Their relationships with peers can suffer. They might adopt coping or attention-seeking behaviors, such as becoming the class clown, making obnoxious remarks in class, or failing to do their assignments. It takes time and effort on the part of parents and teachers. With home and school working together to provide appropriate education, children have the opportunity to successfully learn to the best of their potential and have a productive future.

3: Learning Sight Words - I Can Teach My Child!

My child isn't learning More time spent in the car, less walking around, and infant props such as exersaucers and jolly jumpers all mean less floor time and less movement. Physical awareness and body control are vital skills to acquire.

Here are some ideas to get you started! Let the teacher know you want to help your child learn. Make it clear that you want the teacher to contact you if any problems develop with your child. What you have to say is more important than the language you say it in! Ask the school to find someone who can interpret for you. There may be a teacher or parent liaison who can help. Or you can bring a bilingual friend or relative with you. Schools usually have one or two parent-teacher conferences each year. You can bring a friend to interpret for you or ask the school to provide an interpreter. Support your child academically 4. Find out how your child is doing. Ask the teacher how well your child is doing in class compared to other students. If your child is not keeping up, especially when it comes to reading, ask what you or the school can do to help. Apply for special services if you think your child may need it. If your child is having problems with learning, ask the school to evaluate your child in his or her strongest language. The teacher might be able to provide accommodations for your child in class. If the school finds out your child has a learning disability, he can receive extra help at no cost. Make sure that your child gets homework done. Let your child know that you think education is important and that homework needs to be done each day. You can help your child with homework by setting aside a special place to study, establishing a regular time for homework, and removing distractions such as the television and social phone calls during homework time. Helping Your Child With Homework offers some great ideas for ensuring that your child gets homework done. Find homework help for your child if needed. If it is difficult for you to help your child with homework or school projects, see if you can find someone else who can help. Contact the school, tutoring groups, after school programs, churches, and libraries. Or see if an older student, neighbor, or friend can help. Help your child prepare for tests. Tests play an important role in determining a student's grade. Learn what the school offers. Read the information the school sends home, and ask to receive information in your native language if necessary. Talk to other parents to find out what programs the school offers. Remember to keep track of events throughout the school year. Teachers appreciate it when parents help out at the school! There are many ways you can contribute. You can make food for a school event. At most schools, a group of parents meets regularly to talk about the school. The meetings give you a good chance to talk with other parents and to work together to improve the school. Get informed and be an advocate for your child Your questions may be like these "What specific problem is my child having with reading? What can I do to help my child with this problem? How can I stop that bully from picking on my son? How can I get my child to do homework? Which reading group is my child in? Learn about your rights. Let the school know your concerns. Is your child doing well in school? Is he or she having trouble learning, behaving, or studying? Is there a problem with another student, teacher, or administrator? Demonstrate a positive attitude about education to your children. What we say and do in our daily lives can help them to develop positive attitudes toward school and learning and to build confidence in themselves as learners. Showing our children that we both value education and use it in our daily lives provides them with powerful models and contributes greatly to their success in school. American children on average spend far more time watching TV, playing video games and using the Internet than they do completing homework or other school-related activities. Encourage your child to read. Helping your child become a reader is the single most important thing that you can do to help the child to succeed in school-and in life. Reading helps children in all school subjects. More important, it is the key to lifelong learning. Talk with your child. Talking With Your Child offers some great ideas for using conversation to stimulate language development. Encourage your child to use the library. Libraries are places of learning and discovery for everyone. Helping your child find out about libraries will set him on the road to being an independent learner. Remember that libraries also offer a quiet place for students to complete homework, and are often open in the evening. Encourage your child to be responsible and work independently. Taking responsibility and working independently are important qualities for school success. You can help your child to develop these qualities by establish reasonable rules

that you enforce consistently, making it clear to your child that he has to take responsibility for what he does, both at home and at school, showing your child how to break a job down into small steps, and monitor what your child does after school, in the evenings and on weekends. Children need active learning as well as quiet learning such as reading and doing homework. Active learning involves asking and answering questions, solving problems and exploring interests. Active learning also can take place when your child plays sports, spends time with friends, acts in a school play, plays a musical instrument or visits museums and bookstores. Let him jump in with questions and opinions when you read books together. Recommended Resource from Understood. For commercial use, please contact info.colorincolorado.

4: Help! My Child Isn't www.enganchecubano.com to Teens

Consider hiring an advocate to help you negotiate a good IEP for your child. To prepare for the meeting, you need to understand your child's evaluations and how to measure progress. You also need to be knowledgeable about research-based reading programs, retention, IEPs, advocacy, letter-writing, and your child's right to a free appropriate.

If so, your child may have a speech delay or language delay. Many times when we speak of children with speech delays, we are referring to delays in pronunciation speech as well as delays in general speaking skills language. Typically we consider children to have a delay in communication when they use fewer than 10 words by 18 months of age or fewer than 80 words at 2 years, though there is no hard and fast rule about this. Here are some brief descriptions of some of those things. I recommend trying one strategy for a week before introducing the next one.

How to Help a Child with a Speech Delay 1: Self-Talk Talk about what you are doing. Describe what you are holding, the actions you are performing, what you see, how you feel, and what you hear, smell, or taste. Talk about all of this! Your child will learn from hearing you talk about all of those things. The key here is to keep your utterances short. If your child is using mostly single words but is beginning to put a few two-word phrases together, use a lot of two-word phrases when you speak to your child but also throw in some three-word utterances as well as a few one-word utterances. These children learn through repetition!

How to Help a Child with a Speech Delay 2: Use Sign Language In this strategy, you will continue to use the self-talk described above but you will pair your spoken word with a sign language sign. Researchers have found that sign language serves as a great tool to get kids talking or talking more, especially late talkers. Once they learn the power of communication through signing, they soon abandon signs for spoken language, as that will always be a more effective way to communicate for them. There are more detailed guides about using sign language with late talkers in my e-book, *Speech and Language Therapy Guide*. I also have sign language flash cards in my store.

How to Help a Child with a Speech Delay 3: How to Help a Child with a Speech Delay 4: Talk whatever your child says and add one word onto it. You could even use two or three different examples. If your child is not saying anything yet, you can build on his gestures. Whenever he points at something or makes a gesture to try to communicate something with you, say the word that goes along with that gesture.

How to Help a Child with a Speech Delay 5: Children must first understand words before they can use them. This is a great one to do while reading books. Keep doing this and soon your child will begin to understand more words. Start with these 5 easy steps and see how your child does. However, if these activities do not help your child, you may need to contact a speech-language pathologist SLP for additional support. Your local school district is usually a great resource for finding an SLP near you. A more detailed version of this guide about how to help a child with a speech delay, along with 38 other guides, is included in *Ms. Speech and Language Therapy Guide*: This guide includes detailed information on teaching various speech and language skills, including this one, along with worksheets, handouts, sample IEP goals, and data collection sheets. For more information, click the button below:

5: Help! My Child Isn't Learning - North State Parent magazine

*Help! My Child Isn't Learning - Turning Frustration Into Understanding and Hope [Dr. Grant Martin] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

Maybe he started out full of enthusiasm, but now his grades are slipping, his attitude is bad and he seems to be falling through the cracks. If your child has hit a slump midway through the school year, you are not alone. James Lehman has some advice for you today on what you can do now to get your child back on track. Many kids lose steam by the time the middle of the school year arrives. Remember, kids are kids: If your child has a learning disability, or performance or behavior problems, this issue becomes magnified. That hole can be caused by missed work, not understanding certain concepts at school, or social problems, among other things. Although this can occur with any child, make no mistake, for kids with behavior problems or learning disabilities, this is a very serious challenge to their stability for the rest of the school year. He may be getting deeper into trouble without help. In my opinion, the idea that everyone should be able to pull themselves up by their bootstraps is misleading. Few indeed are equipped to do that—least of all, kids. As a parent, you really need to have a good understanding of what your child is capable of doing. Parents should also be aware of those subjects, like algebra, where if you miss one core concept, you may be in trouble for the rest of the school year. Try to be as objective as possible. Start by taking your child to his pediatrician and getting a recommendation for a professional therapist to rule out substance abuse, depression, clinical anxiety or other factors that may be affecting his performance and outlook. Kids need structure and supervision, and they need somebody looking in on them who will hold them accountable. The door stays open, the music stays off, and you should be looking in on him every fifteen minutes or so. The goal is to keep him on track. Tell the teacher what you see at home, and then ask what they see happening in their classroom. Some questions for you to ask are: Has participation dropped off? Is my child sitting with different kids? Who is he hanging out with? Is my child just tired and bored, or is he overwhelmed by the work? Have you seen a change in his attitude or performance? And how would you describe that change? He should start to focus more on that subject in the evenings at home. Hold him accountable to do a certain amount of work. And work with his teachers, guidance counselors and the school as much as possible. The better your communication is with them, the more it will help your child. Too many parents get bogged down in emotionality. Kids do better when they keep their feelings out of it. After all, their emotions are volatile: And how are you going to change it? If their grades slip, they have to do their homework at the dining room table until they bring them up again. Remember, kids need to be rewarded; they need to be motivated. I also want to say that while rewards are helpful, the absence of rewards is not causing the problem. Having a concrete plan and sticking to it changes behavior. My wife and I wrestled with this issue as parents, and we both had Masters Degrees in Social Work and worked with kids for a living. Are they enough for him? Or are we taking it too easy on him? As a parent, you need to find that resiliency, find that strength in your child, and work with it. Show Comments 6 You must log in to leave a comment. Create one for free! Responses to questions posted on EmpoweringParents. We cannot diagnose disorders or offer recommendations on which treatment plan is best for your family. Please seek the support of local resources as needed. If you need immediate assistance, or if you and your family are in crisis, please contact a qualified mental health provider in your area, or contact your statewide crisis hotline. We value your opinions and encourage you to add your comments to this discussion. We ask that you refrain from discussing topics of a political or religious nature. Having had severe behavioral problems himself as a child, he was inspired to focus on behavioral management professionally. Together with his wife, Janet Lehman, he developed an approach to managing children and teens that challenges them to solve their own problems without hiding behind disrespectful, obnoxious or abusive behavior. Empowering Parents now brings this insightful and impactful program directly to homes around the globe.

6: Keep Your Child from Failing in School | Empowering Parents

Hello, My name is Rebecca, I have 4 wonderful children and have been homeschooling for My son, 9yr, has trouble reading. He is in a special education program at school. They have said that it is not My Kindergartner Is Struggling With Learning My son is five years old, He is in kindergarten.

This post contains affiliate links. Please see my disclosure policy. Learning sight words can be fun! We know children learn best when we use multi-sensory strategies. This means that children are more likely to learn and remember when we provide opportunities to use as many of the senses as possible when we teach a skill. Try using these multi-sensory activities to teach your child sight words. Make a word with glitter glue. Have your child use glue to make the word and then place yarn over the glue. Use Playdoh to make a word. Make a word with Wikki Stix. Wikki Stix are wax covered sticks that can be easily bent into shapes. Bendaroos also work great and can be found in most stores. Have your child trace words in sand. I use meat trays and craft sand. Local butchers often are willing to give you a few meat trays for free. Plastic canvas can be purchased at a craft store. Have your child place paper over the canvas and write a word with a crayon. Of course, shaving cream is a popular multi-sensory activity! Incorporating movement into learning sight words is also fun. Try having your child jump, hop, clap or tap out the letters of a sight word. When my daughter was little, we even made an old fashioned hopscotch game with chalk in the driveway and wrote our sight words in each box. Playing games with the sight words is also fun for children. Try playing the Rats! To make the game, simply print the activity single to double-sided. To play the game, scatter the cards word side down on the table. Take turns turning over a card and reading the word. When a player picks the Rats!

7: Help!! My child isn't learning - KidsLink

Resources for Upper California Parents & Those Who Care About Kids.

November 5, at 4: Your frustration is totally understandable. It is fine to keep writing the answers for your son or doing work orally for the time being. He needs to solidify spelling first. I scribed or did oral work with my kids for years; one of them was even nearly 12 before he could write a paragraph by himself and even then, I would write it first and he would copy what I wrote so that all spelling, punctuation, and such were correct. And he plans to take college English next year. When our kids are grown and off to college or wherever, no one will care how long it took to master spelling and writing! I know it can be terrifying when you are in the moment and this particular child of mine could barely read on a 2nd-grade level at 9 years old too, but I do not regret making foundational learning the main focus. It has paid off. You may need to back up spelling to the earliest words he is having trouble with. Even if you need to back up into AAS 1 to get to the point where he can spell successfully, it is worth it. Then, focus on him mastering the concepts of each lesson even more than just practicing the words again and again. If his attention starts to wander, you may need to end the lesson just a bit early or change up the activity to help him re-engage. If he grows frustrated, back up to something that he can spell successfully then end the lesson on that bit of success. Even if you can get just 10 minutes a day, do spelling every day at least 4 days a week, preferably 5. Start each day with a few minutes of review, and then pick up wherever you left off previously. With my struggling spellers, each Step takes at least 4 days. This is the Funnel Concept of learning and this blog post has more information about it. Have your child teach concepts back to you with the tiles: The concepts, rules, and patterns are more important than the words. One thing that I found really helped with my kids was to quickly review the new concept each day by stating what we had been working on. Do you remember how silent E changes a word? Do you remember what our choices are for that sound? Then, walk through a tile demonstration whether he remembered or not, and then have him teach it back to you. This act of having the child teach it back to you makes them learn on a deeper level. They must learn it more deeply to be able to explain it. Hearing and seeing are more passive ways of learning, while explaining and doing are more active—so you want to make sure that you incorporate all those aspects until he finds the concept easy. Do this type of review daily until your child can easily remember the new concept and teach it back to you with the tiles without your help or prompting but while he is working towards mastery, give all the help and prompting needed. Then pick up where you left off in the book. If you get to the 10 words the first day, review the 10 words with a different medium the next day if he used tiles day 1, write on a white board on day 2, or go outside and use sidewalk chalk, or use one of the other kinesthetic methods. You may or may not get to the dictation phrases on the first or even second day. Put all the words in daily review. Daily Review is Critical: Cards should stay in daily review until your student can answer them quickly and easily, without self-correcting or having to stop and think about them. I also used to wait until a Monday to move any cards to the Mastered section. This way they must remember over the weekend, and it seems to stick in their long-term memory better. Dictation is more difficult than spelling with the tiles or writing individual words. However, cards stay in daily review even after the step is mastered, until each word is also mastered. If he forgets something in a dictation later, go to the tiles for that word and have him teach it back again, unless he can correct her mistake readily and easily. Put that word back in daily review. I am very interested in helping you help your son have success with spelling, Allison. Please let me know if you have further questions or concerns and let me know how things are going. Just ask for Robin.

8: 10 Ways to Help Your Child Succeed in Elementary School

In searching for ways to help children with learning disabilities, remember that you are looking for ways to help them help themselves. Your job as a parent is not to "cure" the learning disability, but to give your child the social and emotional tools he or she needs to work through challenges.

Physical awareness and body control are vital skills to acquire. There seems to be an increase in the number of children who are experiencing difficulty learning in the classroom situation. Many of those have no specific diagnosis of a problem such as dyslexia or dyspraxia, for example, but the child is having difficulty learning despite having above average intelligence and appearing normal in all other respects. So, what could be the problem? It could be due to the fact that some children are not physically ready for the formal learning process. Education today seems to be focused on developing intellectual skills at the expense of physical skills. There is great emphasis on computer literacy and higher level thinking skills, but it is a huge mistake to think the mind and body are separate entities. In order to utilise the intellectual skills that a child possesses, it is necessary that they have a body that is coordinated and integrated. It is very important for all children to move and develop their bodies as well as their minds. The brain and the body work together through the central nervous system, but both are dependent on the senses for all information about the outer world. In order to develop sensory integration, the child needs to go through the various stages of development in a sequential order, and each stage is a necessary part of normal development. Children who have a good command of laterality will have developed a preferred hand and will be able to do things like pedal a bike and use their arms when swimming. Many of the skills the child needs at school to develop handwriting and reading requires the child to have developed a preferred side. Some children may prefer the left side. It is better to have a preferred or dominant side rather than have what is referred to as mixed dominance. That is, for example, where the left eye may be dominant, but the child is right-handed. Mixed dominance causes problems with auditory and visual processing, particularly when too much information is given at one time. These stages of development are an integral part of learning. Each stage needs to be practised over and over again for the skill to become automatic. A child is only able to focus on one cognitive thinking task at a time, so only when these skills involving the body become automatic can the child then focus on higher thinking skills. Language and behaviour, as well as learning, are all linked in some way to the function of the motor system and the control of movement. A child who has gained control of their body is then able to exercise self-control. Most academic learning is dependent on basic skills becoming automatic at the physical level. Therefore, if a child does not develop automatic control over balance and co-ordination, many other aspects of learning may be affected, even if the child is of average or above average intelligence. Goddard, Rowe noted that the most advanced level of movement is the ability to stay completely still. Therefore, in order for a child to be able to function in a classroom where they are expected to stand still or sit still, they need to have complete control over movement. If this is not the case, then the child does not have the necessary basic equipment for learning in the classroom. When a child experiences difficulty learning, it causes distress to not only the child but also the parents and teachers. In the absence of any other diagnosis, it could be that physical factors underlie the learning difficulty. Each child deserves to develop to their full potential, and difficulty with learning should not stand in the way of that happening. It could be that some children are not physically ready for the formal learning process. Tummy time helps to develop upper body strength and allows the child to learn to lift their head off the ground, push up on hands and opens the fingers so they are able to take their weight when crawling begins. This is one of the early stages that helps with the development of the vestibular balance system. It is a necessary part of developing muscle tone. Rolling on to the tummy is preparation for getting into a position where movement can start. A baby should roll from front to back and back to front, as well as from side to side, in order for equal muscle development to take place. A baby is meant to spend the first few months of their life lying down. Nature did not intend a baby to be in an upright position until their muscle tone was sufficiently developed. Until then, they should be encouraged to crawl and move, rather than propped into an upright position with cushions etc. Items such as walkers, jolly jumpers or exersaucers can be

okay if used in moderation, but often the child is missing out on valuable time that would be better spent on the floor exploring the world around them. This is a very important stage of development. It is at this stage that cross patterning in the brain takes place and the communication pathways are developed between the two hemispheres of the brain. The more pathways there are, the greater the efficiency of brain function. When the child jumps, the two feet need to leave the ground at the same time. Jumping encourages the development of laterality.

9: Children Having Problems at School | Empowering Parents

Partnering with your child's school can make it easier to get her the help she needs to succeed. About the Author Kelli Johnson, M.A., is an educational speech-language pathologist, working with students from early childhood through 12th grade.

Did you immediately begin to worry about how he or she will cope with school? What you really want for your child is a happy and fulfilling life. With encouragement and the right support, your child can build a strong sense of self-confidence and a solid foundation for lifelong success. When it comes to learning disabilities, look at the big picture. All children need love, encouragement, and support, and for kids with learning disabilities, such positive reinforcement can help ensure that they emerge with a strong sense of self-worth, confidence, and the determination to keep going even when things are tough. In searching for ways to help children with learning disabilities, remember that you are looking for ways to help them help themselves. In the long run, facing and overcoming a challenge such as a learning disability can help your child grow stronger and more resilient. Always remember that the way you behave and respond to challenges has a big impact on your child. Remind yourself that everyone faces obstacles. Become your own expert. Do your own research and keep abreast of new developments in learning disability programs, therapies, and educational techniques. You may be tempted to look to others'—teachers, therapists, doctors—for solutions, especially at first. Be an advocate for your child. You may have to speak up time and time again to get special help for your child. Embrace your role as a proactive parent and work on your communication skills. It may be frustrating at times, but by remaining calm and reasonable, yet firm, you can make a huge difference for your child. Remember that your influence outweighs all others. Your child will follow your lead. If you approach learning challenges with optimism, hard work, and a sense of humor, your child is likely to embrace your perspective—or at least see the challenges as a speed bump, rather than a roadblock. Focus your energy on learning what works for your child and implementing it the best you can. Focus on strengths, not just weaknesses. Your child is not defined by his or her learning disability. A learning disability represents one area of weakness, but there are many more areas of strengths. Nurture the activities where he or she excels, and make plenty of time for them. Recognizing a learning disorder

Learning Disabilities and Disorders: Types of Learning Disabilities and Their Signs By understanding the different types of learning disorders and their signs, you can pinpoint the specific challenges your child faces and find a treatment program that works.

Helping children with learning disabilities tip 1: If there is demonstrated educational need, the school is required by law to develop an Individualized Education Plan IEP that delivers some educational benefit, but not necessarily one that maximizes student achievement. Parents who want the best for their kids may find this standard frustrating. Your child may be eligible for many kinds of accommodations and support services, but the school might not provide services unless you ask for them. Being a vocal advocate for your child can be challenging. Before meetings, write down what you want to accomplish. Decide what is most important, and what you are willing to negotiate. Be a good listener. Allow school officials to explain their opinions. Do your research and find examples of what other schools have done. The school system is dealing with a large number of children; you are only concerned with your child. Help the meeting stay focused on your child. Stay calm, collected and positive. Go into the meeting assuming that everyone wants to help. If you say something you regret, simply apologize and try to get back on track. It is better to recognize that the school situation for your child will probably never be perfect. Too many regulations and limited funding mean that the services and accommodations your child receives may not be exactly what you envision for them, and this will probably cause you frustration, anger and stress. Try to recognize that the school will be only one part of the solution for your child and leave some of the stress behind. Your attitude of support, encouragement and optimism will have the most lasting impact on your child. Identify how your child learns best. Everyone's—learning disability or not—has their own unique learning style. Some people learn best by seeing or reading, others by listening, and still others by doing. You can help a child with a learning disability by identifying his or her primary learning style. Is your child a visual learner, an auditory learner, or a kinesthetic learner? The following lists

will help you determine what type of learner your child is. Is your child a visual learner? If your child is a visual learner, he or she: Learns best by seeing or reading Does well when material is presented and tested visually, not verbally Benefits from written notes, directions, diagrams, charts, maps, and pictures May love to draw, read, and write; is probably a good speller Is your child an auditory learner? If your child is an auditory learner, he or she: Learns best by listening Does well in lecture-based learning environments and on oral reports and tests Benefits from classroom discussions, spoken directions, study groups May love music, languages, and being on stage Is your child a kinesthetic learner? If your child is a kinesthetic learner, he or she: Learns best by doing and moving Does well when he or she can move, touch, explore, and create in order to learn Benefits from hands-on activities, lab classes, props, skits, and field trips May love sports, drama, dance, martial arts, and arts and crafts

Studying Tips for Different Types of Learners

Tips for visual learners: Use books, videos, computers, visual aids, and flashcards. Make detailed, color-coded or high-lighted notes. Make outlines, diagrams, and lists. Use drawings and illustrations preferably in color. Take detailed notes in class.

Tips for auditory learners: Read notes or study materials out loud. Use word associations and verbal repetition to memorize. Study with other students. Listen to books on tape or other audio recordings. Use a tape recorder to listen to lectures again later.

Tips for kinesthetic learners: Do experiments and take field trips. Use activity-based study tools, like role-playing or model building. Study in small groups and take frequent breaks. Use memory games and flash cards. Study with music on in the background. Think life success, rather than school success Success means different things to different people, but your hopes and dreams for your child probably extend beyond good report cards. By focusing on these broad skills, you can help give your child a huge leg up in life.

Learning disabilities and success 1: Self-awareness and self-confidence

For children with learning disabilities, self-awareness knowledge about strengths, weaknesses, and special talents and self-confidence are very important. Struggles in the classroom can cause children to doubt their abilities and question their strengths. Ask your child to list his or her strengths and weaknesses and talk about your own strengths and weaknesses with your child. Encourage your child to talk to adults with learning disabilities and to ask about their challenges, as well as their strengths. Work with your child on activities that are within his or her capabilities. This will help build feelings of success and competency. Help your child develop his or her strengths and passions. Feeling passionate and skilled in one area may inspire hard work in other areas too.

Learning disabilities and success 2: Being proactive

A proactive person is able to make decisions and take action to resolve problems or achieve goals. For people with learning disabilities, being proactive also involves self-advocacy for example, asking for a seat at the front of the classroom and the willingness to take responsibility for choices. Talk with your learning disabled child about problem solving and share how you approach problems in your life. Ask your child how he or she approaches problems. How do problems make him or her feel? How does he or she decide what action to take? Discuss different problems, possible decisions, and outcomes with your child. Have your child pretend to be part of the situation and make his or her own decisions.

Learning disabilities and success 3: Children or adults with learning disabilities may need to work harder and longer because of their disability.

Talk with your learning disabled child about times when he or she perseveredâ€”why did he or she keep going? Share stories about when you have faced challenges and not given up. Talk about the rewards of hard work, as well as the opportunities missed by giving up. When your child has worked hard, but failed to achieve his or her goal, discuss different possibilities for moving forward.

Learning disabilities and success 4:

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