

1: Knowing Our Students as Learners

Get this from a library! Knowing your child through his handwriting and drawings. [Shirl Solomon] -- Explains how to gain understanding of a child's inner feelings and recognize potential problems by analyzing handwriting and drawings, and provides suggestions for dealing with specific problems.

Sign up now Mental illness in children: Know the signs Children can develop the same mental health conditions as adults, but their symptoms may be different. Know what to watch for and how you can help. By Mayo Clinic Staff Mental illness in children can be hard for parents to identify. Understand the warning signs of mental illness in children and how you can help your child cope. Why is it hard for parents to identify mental illness in children? Even if you know the red flags, it can be difficult to distinguish signs of a problem from normal childhood behavior. You might reason that every child displays some of these signs at some point. And children often lack the vocabulary or developmental ability to explain their concerns. Concerns about the stigma associated with mental illness, the use of certain medications, and the cost or logistical challenges of treatment might also prevent parents from seeking care for a child who has a suspected mental illness. What mental health conditions affect children? Children can develop all of the same mental health conditions as adults, but sometimes express them differently. For example, depressed children will often show more irritability than depressed adults, who more typically show sadness. Children can experience a range of mental health conditions, including: Children who have anxiety disorders – such as obsessive-compulsive disorder, post-traumatic stress disorder, social phobia and generalized anxiety disorder – experience anxiety as a persistent problem that interferes with their daily activities. However, when worry or stress makes it hard for a child to function normally, an anxiety disorder should be considered. This condition typically includes symptoms in difficulty paying attention, hyperactivity and impulsive behavior. Some children with ADHD have symptoms in all of these categories, while others might have symptoms in only one. Autism spectrum disorder ASD. Autism spectrum disorder is a serious developmental disorder that appears in early childhood – usually before age 3. Eating disorders – such as anorexia nervosa, bulimia nervosa and binge-eating disorder – are serious, even life-threatening, conditions. Children can become so preoccupied with food and weight that they focus on little else. Mood disorders – such as depression and bipolar disorder – can cause a child to feel persistent feelings of sadness or extreme mood swings much more severe than the normal mood swings common in many people. This chronic mental illness causes a child to lose touch with reality psychosis. Schizophrenia most often appears in the late teens through the 20s. What are the warning signs of mental illness in children? Warning signs that your child might have a mental health condition include: Look for feelings of sadness or withdrawal that last at least two weeks or severe mood swings that cause problems in relationships at home or school. Be aware of feelings of overwhelming fear for no reason – sometimes with a racing heart or fast breathing – or worries or fears intense enough to interfere with daily activities. These include drastic changes in behavior or personality, as well as dangerous or out-of-control behavior. Fighting frequently, using weapons and expressing a desire to badly hurt others also are warning signs. Look for signs of trouble focusing or sitting still, both of which might lead to poor performance in school. A sudden loss of appetite, frequent vomiting or use of laxatives might indicate an eating disorder. Compared with adults, children with a mental health condition might develop headaches and stomachaches rather than sadness or anxiety. Sometimes a mental health condition leads to self-injury, also called self-harm. This is the act of deliberately harming your own body, such as cutting or burning yourself. Children with a mental health condition also might develop suicidal thoughts or attempt suicide. Some kids use drugs or alcohol to try to cope with their feelings. What should I do if I suspect my child has a mental health condition? Describe the behavior that concerns you. How do health care providers diagnose mental illness in children? There are no simple tests to determine if something is wrong. Diagnosing mental illness in children can be difficult because young children often have trouble expressing their feelings, and normal development varies from child to

child. Despite these challenges, a proper diagnosis is an essential part of guiding treatment. How is mental illness in children treated? Common treatment options for children who have mental health conditions include: Psychotherapy, also known as talk therapy or behavior therapy, is a way to address mental health concerns by talking with a psychologist or other mental health provider. During psychotherapy, a child might learn about his or her condition, moods, feelings, thoughts and behaviors. Psychotherapy can help a child learn how to respond to challenging situations with healthy coping skills. Some children benefit from a combination of approaches. How can I help my child cope with mental illness? Your child needs your support now more than ever. Before a child is diagnosed with a mental health condition, parents and children commonly experience feelings of helplessness, anger and frustration. Seek ways to relax and have fun with your child. Praise his or her strengths and abilities. Explore new stress management techniques, which might help you understand how to calmly respond to stressful situations. Consider seeking family counseling or the help of support groups, too. With appropriate support, you can find out whether your child has a mental health condition and explore treatment options to help him or her thrive.

2: About Your Privacy on this Site

*Knowing Your Child through His Handwriting and Drawings [Shirl Solomon] on www.enganchecubano.com *FREE* shipping on qualifying offers. This book shows parents and teachers how to recognize a child's inner feelings from age two and a half on up.*

He would draw cars with steering wheels, wing mirrors, and indicators. This posed a question in my mind – what happened for William? How could I prevent the same thing happening with our other children? Children draw to express what they are feeling and thinking. The first writing of the human being was drawing, not writing. Marjane Satrapi Drawing is an especially important outlet for children who do not yet have the verbal skills to communicate their feelings. When a child draws something familiar to them, for example, a cat, they have the opportunity to think about what they know and how they feel towards this animal. They also use their memory to recall what they know about cats, in turn extending their concentration and thought-processing skills. Drawing also helps to develop manipulative skills that will assist children to write. These dexterity, and fine motor skills, are also applied in different activities using their hands. All children go through the same stages but the age at which this happens varies. The objective here is to see what they can do through practice and repetition. As children are able to consistently create circles and lines, you may see circles with lines radiating from them. With continued practice finer details start to appear such as people having fingers and eyebrows. Some children may use the drawings in these books as a model of what an object should look like. If a horse looks a certain way in the colouring in book, children may believe that their horse should look the same. They may also feel a sense of not being able to achieve what is expected as they cannot colour within the lines provided. This could restrict their ability to draw with feeling and emotion and to represent objects as they see them rather than how the lines portray them. Art is about discovery, using imagination, experimenting and trying out new methods and expressions. You know your child best, their temperament and capability, so you will know if colouring in books are a useful tool or not. She taught me how to knit at the age of 6. My knitting was nowhere near as good as hers no matter how hard I tried. The idea that perfection will come with time and practice did not occur to me until a much later age. Your children may think the same about the drawing you do for them. How often, at the invitation of your child, have you drawn a stylised house, sun, and trees? What messages does this give? A child that is confident with their own work will rarely ask you to draw for them. New experiences, new horizons Children need a variety of items to draw with and draw on. These could be pens, chalk, crayons, paint and brushes. Items like paper, cardboard, boxes, concrete, or even the fence, are good places to draw on. The best paper has no lines so children are not confined when they first experiment with making marks on paper. Another idea is to paint the fence or concrete with a mixture of water and a few drops of food colouring, this washes off well in the rain. Drawing is so much more than pencils and paper. For more inspiration check out our Preschoolers activities section. Sue Hunter is mother of 4 boys and has a wealth of early childhood experience including lecturing on the subject. Sue believes that strong connected families are the building blocks to a healthy society. Join 28, families and growing As we build a strong community of like minds: Get the best tips from the best experts Recipes, parties, crafts and activities Special offers, competitions and more Sit back and relax and let us deliver to your inbox.

3: 2 Clear and Easy Ways to Analyze Handwriting (Graphology)

This book shows parents and teachers how to recognize a child's inner feelings from age two and a half on up. It becomes possible to spot normal growing-up problems before they become so serious that they damage the child's education, personality and growth.

There are many reasons why some children have difficulty learning how to form letters and numbers, and how to write neatly. There are lots of fun ways to make this important skill easier. Therapy Street for Kids Learning Letters Learn about the handwriting curriculum that is being taught to your child at school. If your child is struggling, ask the teacher for worksheets you can practice on at home. Letters in print should be written from top to bottom and from left to right. A multi-sensory approach to learning is a great approach for all children. Prepare a tray or baking pan with a shallow layer of any impressionable substance sand, sugar, salt, bird seed, rice, pudding, shaving cream, etc. Practice forming letters and numbers using the index pointer finger. Remember to form letters from top to bottom and from left to right. Make raised letters on index cards to use for tracing with the index finger. Make sure to trace letters and numbers from top to bottom and from left to right. Pre-write letters on paper and have the child trace over them with glue squeeze bottle type form letters by gluing beans, rice, seeds, etc. Write letters in the air with the pointer finger and large arm movements. Try it with eyes closed, then eyes open. Use the attributes of the box as landmarks. For example, an H is formed starting at the top left corner to draw a line going down the left side of the box, then down the right side and finally a horizontal line across the middle developed by the "Handwriting Without Tears" handwriting program, www. For printing, the top-down method is best. Review all of the "Learning Letter" activities above. Emphasize starting at the top and working from left to right. On lined paper, in the left margin draw a simple house: Remind the child to start letters in the attic or roof if capitols, tall lower case letters and numbers. Small letters stay in the house and start at the top of the box. Descending letters also start at the top of the box and live in the basement. Make up a song or a chant about starting letters at the type. Write letters in the air with the pointer finger and with large arm movements. Turn them into "rainbow" letters by going over them with different colors. Write letters on paper that is placed over a textured surface, such as sandpaper, plastic craft canvas or rubbing plates. Writing on Lines In many Kindergarten classrooms, children begin to write on paper without lines. Eventually lines are introduced, sometimes around mid-year. If your child has difficulty using writing lines effectively, here are some strategies: Highlight the bottom half of the line. Instruct the child to "stay in the yellow" or whatever colored was used for all the small letters; tall letters start at the top line and descending letters dive down from the middle. Darken the lines to increase awareness; sometimes copying paper on the darkest setting will make the lines easier to see. Use the clear color changing marker on the base line, then write with a color marker in the set. There are a variety of paper styles and modifications available for purchase. Tall letters start in the attic, short letters are inside the house and descending letters go down to the basement. Highlight the right margin if the child tends to cram in words at the ends of the lines. Highlight the left margin green for go and right margin red for stop. Spacing Teach child to "finger space": Using 2 fingers to space may be a good way to start. Letter and Number Reversals writing backwards Reversals of numbers and upper case letters can be fixed by writing within boxes rectangular shaped and oriented to be tall rather than wide. Use the features of the box as landmarks. Add a sticker or draw a star at the top left corner of the box developed by the "Handwriting Without Tears" program, www. For the number 5, for example, tell child to start at the star, draw halfway down the left side, draw a big belly, then go back up and put on a hat. You can make up a story of instructions for most numbers and letters. Try this fun dice game: For additional Right vs Left side awareness activities, see eye-hand coordination. The most common grip is called a "tripod" grip. This involves pinching the pencil between the pads of the thumb and index finger while the pencil rests on the side of the middle finger. Many people use a quadrupod grip which is similar except two fingers are on top of the pencil opposing the thumb and the pencil rests on the side of the

ring finger. And there are many variations. For more information about optimal pencil grip, visit Thumb Opposition and scroll down to information on "web space". Refer to the section on Pincer Grasp for ideas. There are a variety of finger positioning devices available, if needed. Posture for Writing Ideal sitting posture for writing is to be upright in the chair with the hips and knees at 90 degrees and feet flat on the floor. The elbows should be bent at 90 degrees or less. When the arms are straight down at the sides, the desktop should be about halfway between the shoulder and elbow or lower. The desk should be lowered or the chair raised if the desktop is higher than this. The head should be a reasonable distance from the paper, about 12 to 20 inches. When writing, the wrist should be in a neutral position or slightly extended hand bent back. The best writing surface is a slanted one. This helps to keep the head upright and supports the forearm and hand in the optimal position for writing. Most school desks are not slanted but a simple modification is to use a wide 3-ring binder 3 to 4 inch spine turned sideways.

4: Shiril Solomon's Blog - Posts Tagged "writing-drawings-show-problems"

1 quote from *Knowing Your Child Through His Handwriting and Drawings*: 'The child is father of the www.enganchecubano.comuted to Sigmund Freud, but believed to have.

Print article It all begins with scribbles. Aside from decorative swirls, a few letters, and perhaps even their own names, most kindergartners start school not knowing how to write. In a word, yes. Kindergarten is still the year children first learn about writing, which includes honing listening, speaking, and thinking skills, along with physical writing, starting with the ABCs. Writing their ABCs Teachers often start the year by introducing the letters of the alphabet – literally the building blocks of writing. Can you read this? Part of understanding the ABCs is figuring out how letter sounds or phonemes combine to make words. Using invented spelling, children are demonstrating what they know. Research shows letting children use invented spelling and not immediately correcting them allows them to focus on the purpose of writing: Typically, with daily writing practice kids learn the rules of spelling and transition to conventional spelling. Advertisement By the end of the year, kindergartners should be able to: See our kindergarten rhyming words worksheets for examples. Think of these skills as big steps toward writing. Be sure to ask some questions that require your child to read between the lines, e. Who are the main characters in this story? Where was the frog sitting? Why do you think the dog is sad? Can you draw a picture to show something interesting that you learned? You can also ask questions about the illustrations. When answering, your child should learn to use frequently occurring nouns both singular and plural, i. They should also learn to answer questions using simple, complete sentences. Seeing visions of tiny kids in lab coats? Then, with help and prompting from the teacher, they may draw pictures to accompany dictated sentences or write one to three sentences about what they learned from these books. In kindergarten, this is basic research – and the skill of gathering information from different sources and using it in drawing, dictating, and writing to answer a question will set your kindergartner up for the three types of writing kindergartners learn, and for more advanced writing next year. Watch how kindergartners research and discuss 3 types of writing in kindergarten Under the Common Core Standards, kindergartners should practice and learn three kinds of writing: In an opinion piece, your child tells the reader his opinion or preference about a topic, such as a book, animal, activity, etc. My favorite book is Dinosaurs lived on Earth a long time ago! Writing a narrative is like writing a story. Your kindergartner will describe an event – or a few loosely linked events – putting the events in the order they happen and reacting to what happened. Then Goldilocks tried the second bowl of porridge. Check out these real examples of good kindergarten informational writing: A big part of teaching kids to write well is helping them understand that writing is a multistep process. Before your child picks up a pencil, prewriting begins with reading and thinking. This may mean rereading a book, discussing what your child has read, or simply brainstorming ideas for a picture or story. The teacher or other students might ask your child questions about the work – and suggest details that could be added or better ways to organize information. Then your child may be asked to do a revision. After one or more revisions, the teacher might help your child with the final edit – focusing on spelling, capitalizing proper nouns and the first word of a sentence, and adding a period at the end. These steps – preparing to write, doing a first draft, revising that draft, and editing the final piece – help kindergartners learn that gathering and recalling information, organizing their thoughts, strengthening and clarifying their ideas, and improving grammar and presentation are all important parts of writing. This first year of grammar focuses on just these few simple ideas. Check out these related worksheets: The standards acknowledge that your child still needs to know how to write legibly – and that means penmanship matters. In kindergarten the focus is on printing upper and lowercase letters. Kindergartners should learn how to hold a pencil and practice forming letters by writing their names, which gives them practice writing letters, shaping and spacing letters correctly, and writing from left to right. For handwriting practice, check out these related worksheets:

5: Mental illness in children: Know the signs - Mayo Clinic

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Visual perception and fine motor abilities are integrated in this skill, to enable the child to copy shapes, numbers and letters. Children need to be able to copy basic shapes such as diagonal lines, circles, squares, triangles and intersecting lines before learning to form their letters correctly. Visual-Motor Integration and specific Fine Motor skills have been found by various studies to have the biggest effect on handwriting for kids. How You Can Help: Provide lots of opportunities to trace and draw shapes and simple drawings in early childhood BEFORE letters are introduced. Let your child trace over your shapes in sand, or with chalk on a board before trying to draw the shapes on their own. Work on visual perceptual skills and fine motor skills to strengthen those foundations. Older kids can benefit from grid drawings to strengthen their visual motor skills. Check out my visual-motor integration activities for kids of all ages. Fine Motor Skills When fine motor skills are poor, handwriting is often affected. However, the actual pencil grip could be less important than we think: In-hand manipulation dexterity and finger skills have been shown to have the most impact on handwriting for kids. Finger Dexterity A poor sitting posture will also affect handwriting in kids, as the smaller muscles of the hands are not freed up to work properly! Work on core muscles and shoulder muscles so that the hands and fingers will be able to move more freely and accurately. Climbing on jungle gyms gives these muscles a good workout - encourage your child to climb and clamber as much as possible. Work on hand and finger skills from an early age. Encourage lots of scissor cutting, playdough play and playing with lego. Encourage your child to spend less time on electronic devices and more time on gross motor and fine motor activities to build these skills. For more ideas, check out my downloadable fine motor e-books. Eye-Hand Coordination The seemingly innocuous ability to play with bats and balls can affect handwriting for kids. Eye-hand Coordination Messy writing could therefore be a result of poor eye-hand coordination! Help your child develop this skill with lots of gross motor hand-eye exercises. Play bean bag games, ball tossing games, and bat and ball games as much as possible. If your child struggles, check out the pages on coordination on my site for some activity ideas. Encourage your child to thread beads and do lacing cards. Playing with Lego and other types of building blocks also encourages eye-hand coordination. You can get some more ideas here. Look for worksheets and activity books that have mazes and follow-the-path pictures. Working on ocular motor skills such as visual tracking can also help develop hand-eye coordination skills. Letters may be irregularly sized, or the child may struggle to use the lines properly, writing with haphazard sizing and spacing. This is common in children who are still learning to write, but may signify a problem by the second and third grade. Spatial perceptual games such as Tangos and construction games where your child needs to follow instructions, can help a child develop good spatial perception. This is an affiliate link to products I recommend Older children may need to learn compensatory strategies instead. These may include specially lined paper, sticks to help with spacing and frequent cueing. Back to Top Directionality And Reversals Directionality and problems with left-right discrimination can affect letter reversals and transcription writing "saw" as "was", as well as starting on the wrong side of the page or writing in the wrong direction. A good sense of direction develops from a good personal spatial relationships, but starting on the wrong side of the paper can also be caused by midline crossing issues. Reversals and working from right to left How You Can Help: Help your child get a good sense of direction with games that use space, and space words, such as forwards, backwards, up and down, under and over. Work on midline crossing with some fun activities that get your child reaching over to the opposite side of the body with each hand. Once general space concepts are established, work on left and right. This can take some time. It may help your child to hold a beanbag in the right hand during those games, to help the brain to register that the right side is different to the left in a sensory way. This often works better than putting a dot on the hand, as the child has to stop and look at the dot to remember which hand is which;

but with a weighted object in one hand, it FEELS different. Remember to use the same hand each time - preferably the dominant hand. Back to Top Sensory Feedback Getting good tactile touch feedback, as well as proprioceptive and kinesthetic feedback from the hands and joints plays an important role in helping develop good handwriting for kids. Kids who struggle with these skills may hold the pencil too tightly, or press too hard on the paper when writing. Sometimes they may scribble "uncontrollably" to give themselves proprioceptive feedback, much to the frustration of their teacher! Holding too tightly and pressing too hard They may also feel the need to keep their heads close to their work to watch while they write, trying to get as much visual feedback as possible to compensate for their poor sensory feedback. Try some tactile perception activities to help develop good touch perception. Hide some toy animals in a cloth bag and have your child identify the animal by feel. You can also use household objects for younger kids. Playing with playdough can give the hands lots of proprioceptive feedback - encourage your child to knead, pound, and pull off blobs of playdough to give the hands a good workout. You can also try vibrating pens! These give the hands tons of sensory feedback while writing and may satisfy those little hands which are craving sensation while engaging in handwriting. This is an affiliate link for a product that I recommend. I will receive a small commission if you do purchase this product through the link. Back to Top Orthographic Coding Orthographic coding skills enable a child to remember what a word or letter looks like, and then to write it down as needed. Children with poor orthographic coding skills easily forget how a letter is formed and may thus form it differently each time they write it, even writing it different ways within the same writing task! Or they may retrace parts of the letter trying to figure out where the next part goes. This can cause their handwriting to look untidy. Remembering how to form a letter! Kids with poor orthographic coding may struggle to figure out where to start the letter, and may hesitate a lot while writing. They take a long time to put their thoughts on the page as they are just trying to figure out where to start to form the letters or how to write the word. Orthographic coding delays may affect reading and spelling as well as handwriting skills. It is never too early to learn to form the letters correctly! Just as you would encourage your child to practice kicking a ball or building a tower, show the same patience and creativity in practicing letters correctly. Try these fun letter formation activities , or check out my tips and strategies for kids who are struggling. Use verbal cues such as rhymes that reinforce the formation of the letters. Look for programs like Handwriting Heroes that use rhymes, stories and visuals to help kids master letter formations. Ask your child to try writing the letter in the air with eyes closed. Watch carefully and you will get a good sense of whether the correct formation has been internalized. You can also work on visual memory skills with games like Concentration and include memory exercises in letter formations as well. Older kids may benefit from a letter chart on their desk, along with arrows indicating starting point and initial direction. This can affect handwriting for kids in subtle ways. Here are some examples: Incorporate visual perceptual games and activities into your family life. Try Waldo books, "Seek and Find" books and plan regular jigsaw puzzle sessions as a family. Look out for Lotto and Bingo type games where your child needs to match up picture cards. PFOT carry a range of great visual and spatial perception games. This is an affiliate link to products that I recommend. Encourage your child to pay attention visually by finding items in picture books, finding specific groceries on a shopping advertisement, and looking at "spot the difference" pictures.

6: Knowing Your Child Through His Handwriting and Drawings Quotes by Shirl Solomon

Buy Knowing Your Child Through His Handwriting and Drawings by Solomon Shirl () by (ISBN:) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

Unfortunately, capturing those ideas on paper does not always come as easily. The answer is to sneak writing into play and vice versa. Play is a huge creative potential built within the child, which never develops unless it is stimulated by the adult model, the parent. You can help by: Choosing subjects your child loves, like brontosaurus or monster movies or soccer or shoes. Talking through ideas, asking questions, and listening carefully to answers. Taking dictation or having your child use a computer. Praising honestly and liberally. Posting written work on the wall or refrigerator, or sending it to family members and friends. Writing is meant to be shared. Make it fun by baking dinner rolls or cookies in the shape of words that mean something to your child. Survival Pretend you are stranded on an island somewhere in your apartment, house, garage, or local park. You and your child must survey your surroundings and invent non-pencil ways to write HELP! Suggest as little as possible, unless your child needs prompting. This game allows the child who balks at writing to experience the power of a single word when it is used for a reason. Find as many ways as possible in each room or location. Both you and your child should write three commands, one on each strip of paper, that tell the other person to do something physical. Go outside and stand as far apart as your child can toss the ball or Frisbee. You start the game by taping your first strip to the ball or Frisbee. Toss it to your child. He reads the message and follows the instructions. Then he tapes his first strip to the ball or Frisbee and returns a flying message. In school, a child with learning problems may not connect why ideas in his head need to land on paper and be read. Each person playing the game receives one sheet of paper. Across the United States by bicycle? Our whole family decided to buy bicycles and ride across the United States. Mother quit her job. Then pass each paper to the other player. Number each part on the front and back, so you can read the finished stories out loud more easily. Remember, this is not the time to fuss about spelling. Your role is to help your reluctant writer communicate her ideas to the world. A Day in the Life Photographer Rick Smolan has published a series of books called A Day in the Life showing 24 hours in the life of an astronaut, a country, a state. Buy your child a disposable camera. Show her one of the Smolan books and explain the concept. Start the day by photographing your child asleep just before you wake her. Then let her take a photo every hour of the entire day. Mom, a timer set to an hour will help you remember. Finish by taking a last shot of her, asleep. When the photos come back from the developer, paste each one on construction paper. Help your child write the details that explain each picture why she picked the subject, why it is important to her day, and who was nearby but not shown. Punch three holes in the left margin and tie the pages together with yarn or dental floss. Keep the book forever, and show it to everyone. It helps your reluctant writer capture those elusive details that sometimes scramble in his brain. Family Time Capsule Start by gathering a shoebox, paper and writing tools, and an envelope for each person in the family. Tell the family that you will be making a Family Time Capsule, to be opened in one or five or ten years or for whatever length of time you and the family vote. It is to be a record of who you were, who you are today, and who you want to be. Have each member of the family write a private letter, telling the world about his or her life. Where were you born? How old are you today? What do you look like? What are your favorite activities? Where do you want to be in one or five or ten years? If you have pets in the family, have the children write letters for the pets and take pawprints. Then add more items to the Family Time Capsule, like baby and current photos, tapes of children singing and talking, postcards from vacations, and drawings. Have everyone help seal the box with tape. If I Ruled the World Your child has been elected to rule the world. He will need to give an acceptance speech on TV to his adoring subjects, but must supply the text of his speech to the person you who types it for the TelePrompTer. Other members of the campaign i. First, choose the props. What hat or crown should the Ruler of the World wear? Does he have a personal symbol of greatness, such as a favorite stuffed toy, blanket, item of clothing, or

sports equipment? Set up the TV studio. You will need something to function as a camera it can be pretend , lights turned on the Ruler, a microphone-like object, and something to serve as a podium. If you actually have a camcorder, use it. Otherwise, have your child invent the rest of the props. Now plan the speech. If your child has trouble with handwriting or sequencing, talk first about his ideas for ruling the world. What needs to be changed in the world? What would make it fun for his subjects to live in his world? Is there anybody he wants to thank for helping him reach this important position? What are his plans for the future? If his learning difficulties prevent him from handwriting comfortably, you can audiotape his brainstorming, jot down the key ideas, or take dictation. Then enter it into a computer or print by hand, using that was 48 point. Tape the papers together so that they form one long sheet. Make Writing a Game, Not a Chore Writing has many stages before it reaches paper “ generating ideas, noticing likenesses, deciding on one main idea, eliminating others, choosing appropriate words, and putting them in an order that readers can follow “ not to mention problems with the physical act of writing. Your child may not always love to sit down and write. But if he or she can learn to write for a reason and an audience, half the battle is won. Incorporate writing naturally into play and it need not be a chore for your child or for you. Let those ideas flow into print and sparkle.

7: 5 reasons drawing is important for your child's development - Kiwi Families

The family drawing helps me survey development at a given moment in time, and it may tip me off to potential problems. A single drawing is a snapshot of a child's point of view -- of her role in.

Although children develop through a generally predictable sequence of steps and milestones, they may not proceed through these steps in the same way or at the same time. The information in this guide explains what child development experts consider to be "widely-held expectations" for what an average child might achieve within a given year. Below is a snapshot of this year. For more in-depth information click on the specific areas of development in the menu at the left. How your child may develop this year

When it comes to learning, four-year-olds are developing greater self-control and ingenuity. Their pretend play is more complex and imaginative and can be sustained for longer periods. They can also make plans and complete tasks. Four-year-olds want to try new experiences. They also want to be more self-reliant and seek to expand the areas of their lives where they can be independent decision-makers. The language skills of four-year-olds expand rapidly. They begin communicating in complex and compound sentences, have very few pronunciation errors and expand their vocabularies daily. They can follow multi-step directions and understand explanations given for things they can see. Four-year-olds frequently initiate conversations and are less likely to change the subject of conversation to areas of personal interest. They are also getting better at sharing personal experiences without prompts from adults. Four-year-olds are building their knowledge of written language. They want to know what words in their environment say and can recognize many letters. By the end of this year, many children understand that letters represent the sounds in spoken words and may associate some letters with their sounds. Most children also are capable of writing some legible letters and know that writing goes from left-to-right and top to bottom. Four-year-olds have an increased capacity for learning math concepts. They use logical reasoning to solve everyday problems and can effectively use language to compare and describe objects and shapes. They can count to "ten," recognize written numerals "0" to "9" and add and subtract using numbers up to "four. They know days of the week, months and the seasons, but still cannot tell time. Children this age can engage in long periods of active play and exercise. They are skillful at walking, climbing, jumping, hopping, skipping, marching and galloping. They also are better able to throw, catch, kick and bounce balls. Improved finger dexterity allows them to hold writing tools with a more mature, tripod grip. Advances in hand-eye coordination help four-year-olds do puzzles, play with toys that have small parts and dress and undress without assistance. Four-year-olds approach the world with great curiosity and use their imaginations to help understand it. Hands-on explorations help them to separate reality from fantasy. They can participate in the planning and implementation of simple scientific investigations and over the course of the year, will increase their abilities to make observations, gather information, compare data, identify patterns, describe and discuss observations and form explanations and generalizations. Emotionally, four-year-olds continue to learn what causes certain feelings and realize that others may react to the same situation differently. They have learned to better manage intense emotions with coping strategies like talking it out or drawing a picture. Four-year-olds also show further progress in their social interactions with peers, such as by smoothly joining in a group play situation, being sympathetic to others, or suggesting ways to resolve conflicts. In exploring the creative arts, children this age can identify changes in pitch, tempo, loudness and musical duration. They can sing songs of their own creation as well as memorized ones. Their art begins to be more realistic and may incorporate letters. Four-year-olds love to dance and are able to move rhythmically and smoothly. Their dramatic play is highly imaginative and now has the structure of specific scenarios, like going to the grocery store or rescuing a cat stuck in a tree. Support for PBS Parents provided by:

8: 7 great ways to encourage kids' writing | Parenting

An occupational therapist will help analyze your child's specific challenges and then provide "just right" recommendations to help your child. Addressing each individual challenge they face can help their overall motor planning delays and may help improve their handwriting in the long run.

Your young child may request help in learning to write letters. As your child watches you writing lists, letters, and forms, he may want to do the same thing. You can support his writing pretend or real by having a variety of materials readily available pens, pencils, crayons, notepads, plain paper, colored paper, etc. Young children develop confidence in writing when they are included in real writing activities. For example, many preschoolers are thrilled when adults suggest that they help write the grocery list or a thank-you note. Your young child may become interested in typing or using the computer. This is especially true in households and settings where adults regularly use computers or typewriters. The amount of concentration and control over hand muscles that is required for computer and keyboard use is considerable and develops at different rates, so adult support is important. Encouraging Your Preschooler Show your child the many ways you use writing every day. Call attention to the notes, lists, forms, and letters that you create on a daily basis. When young children have the opportunity to watch adults use writing in their everyday lives, it demonstrates the importance of the written word. Surround your child with signs. Seeing printed words around the house helps your child understand that there is a connection between spoken language and written language. Spend time "writing" with your child. Provide a wide range of writing supplies—different types of paper, notepads, envelopes, pens, crayons, and markers. As parents and caregivers write with young children, they can also help them learn to form letters. While younger children are not able to form letters yet, they will still enjoy "scribble writing" in ways that mirror adult uses of writing. Write down what your child says about his drawings. As your child is drawing or coloring, record what he says. You can also prompt your child to "tell a story" about the pictures he creates, cuts out, or sees around him and write those down as well. Older children enjoy making their own books that combine pictures and writing either their own writing or their words dictated to an adult. Encourage your child to share stories with others by showing them and reading them aloud.

9: Your Four Year Old . Child Development Tracker . Child Development . PBS Parents | PBS

Now that you know why drawing is so important for a child's development, find out what the benefits of creative play are. For more inspiration check out our Preschoolers activities section. Sue Hunter is mother of 4 boys and has a wealth of early childhood experience including lecturing on the subject.

When your child is creative and curious, she can come up with answers to the problems she encounters—like how to keep the block tower from falling. Creativity helps your child become a thoughtful, inquisitive, and confident learner later on, when she starts school. One of the most important ways that your toddler is tuning in to her creativity is by experimenting with art materials. As she grabs that chunky crayon and gets to work, you will see her art and writing change and become more controlled and complex as she grows. For very young children, art and early writing skills are one and the same. Then your child discovers the link between her hand holding the crayon and the line she made on the page: She experiences the power of cause-and-effect. Imagine how exciting this must be for her! This leap in thinking skills is helped along by her new ability to hold things in her hands and fingers. The growing control your child has over the muscles in her hands lets her move a marker or paintbrush with purpose and with a goal in mind. For very young children, there are four stages of drawing and writing that you may see as your child grows from 15 months old to 3 years old. Note that the timetables listed below are approximate; your child may master these skills faster or slower and still be developing just fine. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: For other children, this sensory information may be too much and they may not enjoy some art activities at this stage like finger-painting. As they grow to tolerate more sensory input, you can incrementally re-introduce art activities into their routine.

Controlled Scribbling 2 years to 3 years As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal, or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger. They try to imitate this in their own writing. So while they may not write actual letters, you may see components of letters in their drawing. These might include lines, dots, and curves. This is an exciting time as your toddler realizes that his drawing conveys meaning! For example, he may write something down and then tell you what word it says. This is an important step toward reading and writing. This ability to hold an image in your mind and then represent it on the page is a thinking skill that takes some time to develop. At first, children name their unplanned creations. This means that they finish the picture and then label their masterpiece with the names of people, animals, or objects they are familiar with. This changes over time. Soon you will see your child clearly planning prior to drawing what he will create. You will also see more detail in the pictures, more control in the way your child handles the crayon or marker, and the use of more colors. What else to be on the lookout for? Once your child has begun to purposefully draw images, she has mastered symbolic thinking. This important milestone in thinking skills means that your child understands that lines on paper can be a symbol of something else, like a house, a cat, or a person. At this stage, your child also begins to understand the difference between pictures and writing.

Letter and Word Practice 3 to 5 years Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. During this time, children also begin to understand that some words are made of symbols that are shorter and some words are made of symbols that are longer. As a result, their scribbles change. While these letters and words are probably not technically correct, it does not matter. This exciting milestone means that your child is beginning to understand that text and print have meaning. Offer chunky, easy-to-grip crayons, thick pencils, and washable markers. Cut paper bags up to draw on. For salt-dough recipes, check the Internet or your local library. Let your child wear an old shirt of yours with sleeves cut off as a smock and lay newspaper or an old shower curtain over the table to keep it clean. No

need for instructions. Let your child experiment and explore. Creativity means having the power to express yourself in your own way Lagoni et al. This independence is just what a growing toddler is looking for to feel confident, competent, and clever. Notice the process, not just the product. As parents, we often tend to compliment children on their successes: And sometimes we get hung up on the fact that trees should be green, not purple. Look at the lines you are makingâ€”there are so many of them! Or, That picture is really interesting. Those colors make me feel happy. Or, I see you are working really hard on your drawing. Tell me about your picture. Then see if your child is interested in sharing more. Experiment with a variety of art materials as your child nears 3. Let children paint with cotton balls, q-tips, sponges, stringâ€”you name it. Give your child crayons and rub over a textured surface like a coin or a screen. Draw with chalk outside on a sidewalk; see how water changes the color of the chalk. Or add a new dimension to water play by adding drops of washable food coloring to the water. What happens when you mix two different colors of water together? Use art to help your child express strong feelings. Is your child having a tantrum? Offer some play-dough or set out the markers and paper and suggest she make a very, very angry picture. Creative activities can sometimes help children express and make sense of feelings that are too intense for them to share in words. This is how children learn that words are powerful and have meaning. This is how your child knows her work is valued and important. Creative activities help children to learn how to solve problems, come up with their own answers, discover the cause-and-effect of their actions, and feel confident about the choices they make. Art experiences help children develop independence within limits, and gives them the opportunity to represent their ideas on paper or in other formats. Most important, creative expression lets children tap into the magic of their own imaginationsâ€”which is what being a child is all about. Resources and References Farrell-Kirk, R. Downloaded on June 10, Creativity in young children. University of Missouri Extension. Kentucky Cooperative Extension Service. My child is an artist! The stages of artistic development. Good times being creative. In Good times with child care pp. Colorado State University Cooperative Extension. Developmental phases in art. The meaning of marks: Child Care Exchange, , 40â€”

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