Discover The Best Kept Secret In Education

What Every Parent Should Know About **Auditory Processing**

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This Book is dedicated to
my daughter Jenee' who brought me
to The Neurodevelopmental Approach
which for simplicity sake will be referred
to here as The Neuro-educational Approach.

My daughter's life was changed,
my life was changed
and many other families'
lives are being changed
as they apply the principals
of neurological efficiency.
~ Jan Bedell PhD., M.ND.

The Best Kept Secret In Education

If you had the power to help your students achieve academic success, would you? Of course, the answer is , "Yes"; so let us introduce ourselves.

Little Giant Steps is an educational consulting group who has been changing the academic future of students since 1992. We do not teach coping and compensating skills, instead, we are experts in The Neuro-educational Approach. What does that mean? It means we work with the "root causes" of learning issues – neuro-pathways that either are incomplete, weak, or non-existent. This condition happens when developmental steps in early childhood are missed. Without strong connections between the brain and body, children can't receive process, store and utilize information efficiently. They become very frustrated because their IQ's are usually average or above average, but they continually fall short of reaching their potential. The good news is that we are all blessed with brain "plasticity." Essentially, that is the ability to specifically stimulate the brain that results in new neuro-pathways forming and neuro-efficiency occurring. We utilize frequency, intensity and duration with activities to reach our goal. Learning becomes easy, enabling children and adults to function at full capacity. Use of this booklet will help raise auditory processing ability, enhancing comprehension, following directions, attending and use of phonics. We recommend you first utilize the appropriate test kit. Once you know your student's level, use the knowledge in this booklet to enhance the learning abilities of your student.

Visit www.littlegiantsteps.com for information about The Neuro–educational Approach. We encourage you to visit our store, as LGS has developed many multi-sensory tools that can help to assure academic success. There are many FREE articles that will give you a crash course in how we can help professionals change the lives of those they teach. Lastly, please sign up for our monthly newsletter on the website. Make sure your student's journey is one of academic success, not just coping and compensating for the rest of their life.

Little Giant Steps – An Alternative Approach

Note from The Author

I have been in the field of education for over 30 years. Never have I seen anything so substantial in changing lives as The Neuro-educational Approach.

Narrowing it down even further, one activity that shines above the rest in its ability to impact an individual's life for better function is auditory processing. My hope is that you take to heart the information in this booklet and pursue development of this skill for each student you teach. I believe you will be amazed as I was, at how many areas will be positively affected by this newly formed skill.

JAN BEDELL, PhD., M.ND.

The Importance of Processing (Short Term Memory)

Why do so many school children in America have symptoms associated with ADD, ADHD or Dyslexia? There is an epidemic of students who struggle with following directions, staying on task, distractibility, social immaturity and many other symptoms that cause them to under perform in school so much that they are given a label and put on medication to help them cope. Little Giant Steps (LGS) uses The Neuro-educational Approach that says "NO" to labels and medication and "YES" to successful, functional changes and a promising future! Using the Neuro-educational Approach, you can treat the "root causes" of anyone with learning inefficiencies and in time, eliminate those symptoms altogether. We know that learning is limited to the amount of information that the brain has received and stored. The ability to learn is therefore limited to the amount of information that the sensory pathways can process (Delacato 47). Processing is the subject of this booklet. We will explore learning issues and possible "root causes."

Why Are So Many Students Struggling?

Many years ago, when our educational system was developed, we were primarily an auditory society. The current education system is based on oral instruction as one of the primary means of teaching (Young). This type of academic presentation was developed for an auditory society. Today, however, with the advent of TV and huge advancements in technology, our society has become primarily visual. Our children spend many hours a day with what is termed "screen time" activities, from TV to video and computer games, with more appearing daily.

Why Are So Many Students Struggling? (cont.)

The lack of auditory processing ability, due to the prevalence of mostly visual opportunities, causes individuals to use compensating skills such as alertness to visual cues, picking up body language, and anticipating what will be said in order to function in day-to-day life (Young 7). These compensating skills work well through the early part of elementary school because of the repetitive nature of the teaching techniques. When approaching middle school years, however, listening demands accelerate significantly and picture cues are dropped from textbooks (Young) leaving those students with auditory processing challenges at a loss. Auditory processing ability is not some mystical or magical skill that a child either has or they don't; it must be developed by experience and practiced in listening. Without experiences there are no concepts; without concepts there's no attention span because the child doesn't know what people are talking about (Healey 41). The huge number of attention problems in children and adults contributes greatly to the number of individuals labeled and plagued with attention deficits.

What Did That Auditory Culture Look Like?

From the founding of our country to the recent past, families sat around the dining table two or three times a day and TALKED. They read as a family in the evenings or LISTENED to radio broadcasts for hours. In times gone by, talking could go on for hours and conversation and debate with friends and family were a daily occurrence. In other words, they developed their auditory processing ability by "listening practice."

Our 21st century society has become pervasively visual, filled with computers, computer games, videos, video games, DVD's, hand-held games and the ever-popular TV. These all consuming visual activities permeate our lives and leave little time for the truly important practice of listening and developing our auditory processing abilities. The result is that students from every neighborhood are coming to school with decreased social, language and listening skills. There is a dire lack of the right type of listening experiences, so auditory processing skills do not develop as they should.

What is Processing and Why is it Important?

For our purpose here, the word “processing” will be synonymous with short term memory. Processing, both visual and auditory, is very significant to intellectual functions (Ness 2). Since auditory processing has more of a global effect on an individual, that will be our emphasis in this booklet.

Auditory processing is multi-faceted. Below are many components that show the complexity of the term, “auditory processing.” In mild to moderate auditory processing instances, the individual might have the label of ADD or ADHD as many of the symptoms on these checklists are also symptoms of low auditory processing. In severe instances, an individual might have all or some of the symptoms listed below and could have the label of CAPD (Central Auditory Processing Disorder). This refers to an “input” disorder that affects, specifically, the way auditory information is processed at a variety of levels in the central nervous system (Bellis 30). This discussion is beyond the scope of this booklet but is important information for professional educators.

Audiologist Diagnosis of Auditory Processing:

Sound localization and lateralization refer to the ability of a child or adult to know where a sound has occurred in space. This is an important survival skill; localization is used to identify a source of sound, like a moving vehicle or barking dog.

Auditory discrimination (tonal processing) refers to the ability to distinguish one sound from another. The term is most often used for distinguishing speech sounds, such as phoneme /p/ from phoneme /b/.

Auditory pattern recognition refers to the ability to determine similarities and differences in patterns of sounds i.e. rhyming words.

Temporal aspects of auditory processing refers to the ability to sequence sounds, integrate a sequence of sounds into words or other meaningful combinations, and perceive sounds as separate when they quickly follow one another.

Auditory performance decrements refer to the ability to perceive speech or other sounds when another signal is present. The other signal might be noise or another similar speech signal; the competing signal might be soft or loud.

Auditory performance with degraded acoustic signals refers to the ability to perceive a signal in which some of the information is missing. A degraded signal might be one where parts of the sound spectrum have been deleted, and the highest and lowest frequency components of the sound are removed, or where the sound is compressed in time (Young).

One of the treatments for these auditory distortions is sound therapy or auditory retraining. The pioneer theories in sound therapy are The Tomatis Method which was followed by The Berard Method. Today there are a variety of home-type therapies, Samonas Sound Therapy, being one of them. The principle behind sound therapy is to stimulate the whole auditory system much like exercising a muscle in an arm that has been in a cast for a period of time. This stimulation from outer ear to the brain makes the system work by supplying sounds that are alternately stronger, softer, higher,

lower, originating from the left and from the right sides of the body. This stimulation, which alters frequencies, intensities and lateralization of sound, has been found to be effective in addressing many auditory processing deficits (Berard 80). Another aspect of auditory processing is *auditory sequential processing* which will be our main focus going forward. Auditory sequential processing is the ability to sequentially hold multiple pieces of auditory information together. It is the ability to take in pieces of information, hold them in your mind and manipulate them in the short term (Ness 1). This ability is referred to as a person's auditory short term memory and pertains to information coming into the brain and then coming immediately out. Each person's auditory processing ability has a global affect on his life and overall cognitive functional capabilities. Auditory processing is vital for: picking up social cues, following a conversation, efficient reading comprehension, following directions, attending, staying on task, the ability to learn to read with a phonetic approach, and many other skills needed to be successful in school and life.

Behavior is also positively or negatively influenced by one's auditory function. For example, if you have a 12 year-old student that processes information at a 4 to 5 year-old level, he is developmentally more like a 4 to 5 year-old. He will be socially immature, interacting better with younger children. He will often interrupt others' conversations so that he won't forget what he wants to say.

He will be unable to follow multi-step directions such as, "Go sit at the table; bring your red and black pencils; open your book to page 29 and fill in the first three

directions is soon confronted with students sitting at the table passively looking around with no pencils, no book, and certainly not doing as directed. The teacher is frustrated by what she sees. What's the problem?

Those students gazing about and not in compliance simply couldn't hold all the auditory instructions together long enough to accomplish the task. Another prominent symptom of a student with auditory dysfunction is the inability to accomplish age appropriate responsibilities (i.e. having to be reminded every day throughout the school term where items belong, what items are required with each subject, how to form and stand in line quietly, etc.). It is very common for such students to be constantly redirected in order to stay on task. Many times we find that students with symptoms of low auditory processing are presumed by educators, as well as parents, to have behavior or character problems, when in reality, it stems from an auditory processing deficit.

If an individual has auditory problems he may be slow to develop speech or have gobbledygook language, have poor sound discrimination, difficulty learning phonics, be

in groups and classrooms that are noisy, and appear not to pay attention or be able to relay messages (Hawke). Developmental deficits in language processing as well as in reading and spelling have also been attributed to auditory deficits (Fisher & Hatnegg).

A ten-year study by The Institute of Health and Child Development (1985-1995) found that 88% of reading difficulties were grounded in weak phonemic awareness. Alternatively, strong phonemic awareness not only made initial reading acquisition easier, it contributed to increased reading fluency throughout life. A long line of research now agrees that phonemic awareness is the best predictor of the ease of early reading acquisition, even better than IQ, vocabulary, and listening comprehension (Shaywitz 86).

In addition to the poor phonemic awareness, which could be caused by several of the auditory processing issues listed previously, auditory sequential processing can cause deficits in the use of phonics or phoneme utilization. Limited sequential processing ability makes it difficult, if not improbable, for the individual to hold all the phonemes of a word together to get the word back out. So until the student has an auditory digit span of six or better, sight words are recommended while the auditory processing is being improved with daily activities (Ness 1). This is accomplished by doing auditory digit spans or other auditory activities several times a day for two minutes. Several auditory activities are

described in this booklet. Over time the brain is able to hold more and more pieces of information, which is reflected in an increase in the number of sequential pieces recalled in auditory processing activities (Ringoen, C. 1999).

What Are The Results of Improved Auditory Processing?

The good news is that improving the processing ability will improve the overall function of the individual. Since the brain is dynamic and ever changing, much can be done to remediate the processing ability of any person, at any age. The results can be dramatic. The Neuro-educational Approach uses the plasticity of the brain (the brain's ability to form new connections and pathways) to give specific stimulation that yields outstanding results. For example, Aaron, a former client, had been labeled ADD and put on Ritalin from the 3rd grade to the 9th grade to help him cope with the demands of school. After applying the activities based on The Neuro-educational Approach for one year, he was able to finish high school without the use of medication or lowered academic standards and is currently successful in his college pursuits.

Many of the symptomatic labels (ADD, ADHD, CAPD, Dyslexia, etc.) are given to students with low auditory processing abilities. We believe that the answer is not to label a student or give him medication, but to diligently and systematically work on the "root cause" of the low processing performance. By providing specific stimulation to the brain to increase ability in auditory processing, global benefits will result for the student.

Many children struggle when learning to read using a

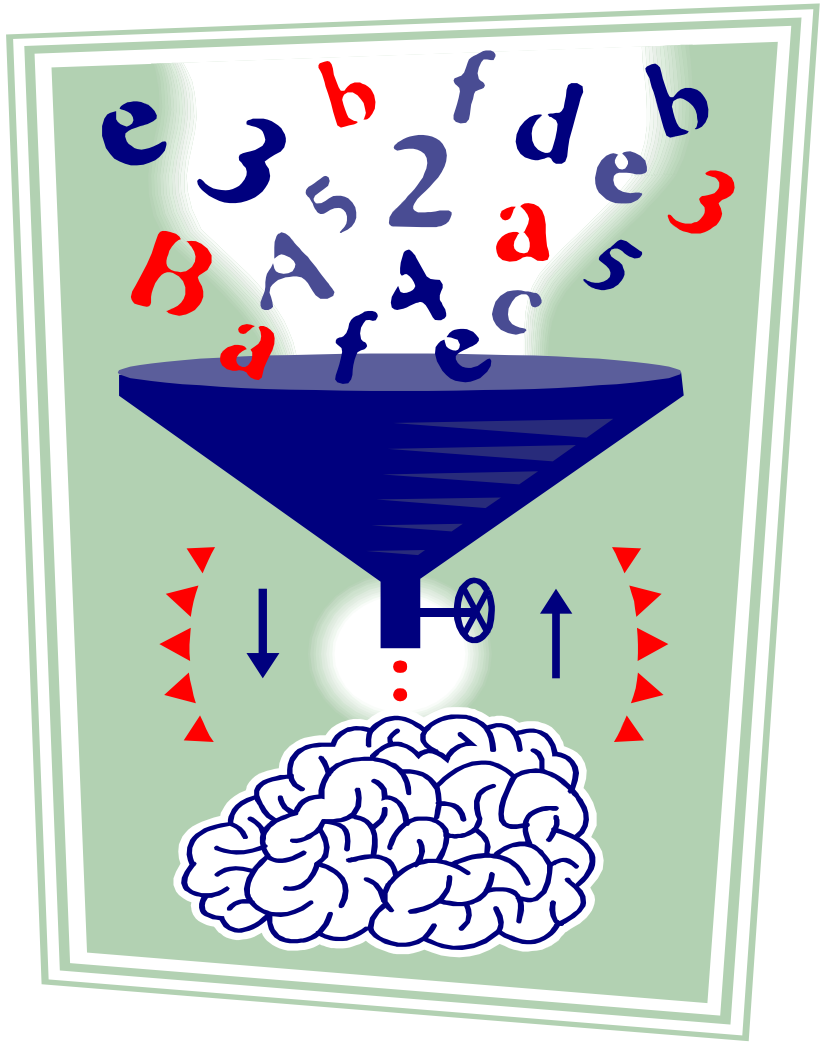
phonics-based approach. Educators, convinced that phonics is the only way to teach reading, are spending innumerable frustrating hours only to find some of their students are still laboriously sounding out words with more than three letters without a clue as to the meaning of what they just read. One such example was Jenee', a mentally-challenged teenager who knew the multiple sounds for all 70 phonograms in the phonics program that she had been painstakingly taught. However, due to Jenee's low auditory processing ability, she was unable to hold the pieces of this auditory approach to reading together long enough to get the words out smoothly. When Jenee' was switched to a visual approach to reading, she moved very quickly into higher level reading with good comprehension. Please do not misunderstand! Phonics is an excellent way to teach reading to students with adequate auditory processing; however, in this author's experience, a visual approach should be considered while remediating a weakness in auditory function. This is precisely what happened in Jenee's case. She was progressing well with a visual approach while her auditory processing was being improved through daily auditory stimulation. Now Jenee' uses primarily a visual reading approach (as we all do), but she also has the ability to use phonics when needed to sound out unfamiliar words.

Aaron and Jenee' are only two of the hundreds of thousands of children and adults that suffer the ill effects of learning issues causing a whole host of labels from ADD, ADHD, to Dyslexia and many more. Learning obviously cannot take place without going through the sensory channels to the brain. The brain's access through the auditory channel resulting in auditory sequential processing, with its broad reaching affects, deserves a good review in dealing with the root cause of many of these labeled learning issues.

What Can Be Done to Help An Individual with Low Auditory Sequential Processing?

The good news is that there is hope and help for individuals with low auditory processing. It does take consistent effort but the more an individual does the auditory games the better the processing becomes. The following pages give you several activities that can improve processing.

As a general rule, with practice twice a day for two minutes, you should expect one half to a full year of improvement in processing ability in only four months! You will be amazed at how many areas are positively affected by this newly formed skill. Always remember, it takes good INPUT to the brain to get the results you are looking for from the OUTPUT (information coming out of the brain verbally or in writing).



GOOD INPUT ALWAYS RESULTS IN GOOD OUTPUT!

THE FOLLOWING INSTRUCTIONS APPLY TO ALL OF THE AUDITORY ACTIVITIES LISTED BELOW

These auditory activities are designed to increase a student's auditory processing ability or auditory short term memory. In all these auditory activities, an increase from one level to the next is equivalent to one year of improvement in auditory processing ability. Be patient!! It takes frequency and time to develop processing skills. Intense, auditory listening sessions should be done for two minutes, twice a day, at least five days a week.

Use the following guide to determine at what level your students should be processing: a one year old should be able to do a sequence of 1, i. e. "Wave bye-bye"; a two year-old, 2, i.e. "Touch nose…clap hands"; a three year-old, 3, i.e. "Repeat after me, blue…purple…orange"; a four year-old, 4, i.e. "6…2…4…7"; a five year-old, 5, i.e. "2…0…8…1…6"; a six year-old, 6, i. e. "7…3…9…2…8…4"; a seven year-old, a 15 year-old or an adult should be able to do seven on the first try, i.e. "8…2…0…4…3…9…7". Even many adults cannot process at this level. Your student's life will be enhanced forever by improving their auditory processing. Superior processing brings superior function. A digit span of eight is preferable for processing conversational language, which gives the individual an advantage in school, their work place, and everyday life. A digit span of 9 or above is recommended for academically stringent pursuits such as becoming a doctor or lawyer.

Important Educational Note:

A child should have a digit span of at least five, preferably six, to be able to apply phonics well.

Important Educational Note:

Speak only one number or word every second. The "pause" in rhythm is essential in the sequence.

BASIC TECHNIQUE:

Tell the student that you are going to say some words and you want him to repeat them in the same order. If you are working with a class, then (if old enough to write) have them write what they hear. Students must wait until the teacher has completed the sequence before starting to write or speak. The teacher will use random words or numbers as described in the following auditory activities.

You say, "Repeat, one…. seven." **When you see a series of dots like this "….," you should pause before speaking the next word or number in the sequence.** You might say, "Thousand," quickly to yourself between each word to create the appropriate space in time. The student responds by saying "One, seven," in the order you called it out to him. If the student responds incorrectly, repeat the same sequence two or three times, or until you receive a correct response. If after four attempts you are still not getting a correct response, say, "Good try! Let's try another one." Then move on to the next sequence.

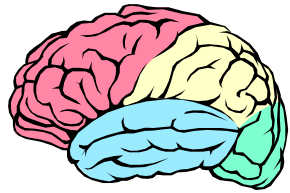
TESTING:

Testing each student's **base** auditory processing ability is quickly accomplished. It is a unique process and is only

administered one time for each student. The purpose of testing is to ascertain each student's current processing ability. Ideally, the base processing ability should match the student's age up to age seven. One level up from the base number is the therapeutic level for that student and is where you begin daily work.

Testing Process: Write random sequences of digits (numerals 0-9) with a black felt tip pen on a blank, white, 3x5 index card (one sequence per card). You should have **four sequences for each level**, i.e. four sequences with three digits, four with four digits, ...up to eight digits. If you prefer, you can access a free test kit on our website. www.littlegiantsteps.com
This test measures the student's ability to repeat, on the first try, a random sequence of digits in the same order given. He should be able to do three out of four sequences to be considered proficient at any given level. If this is achieved, move to the next level and test that level.

Use the **basic technique** described previously; then continue increasing the quantity of words or numbers given. The student must respond correctly for three out of four sequences in order for that level to be considered mastered. While testing, the student's response must be correct, repeated in the same order and on the <u>first try</u>. In less than three minutes you should be able to clearly identify the student's proficiency level, which is



the level at which the child performs easily and comfortably.
The next highest level is his therapeutic level. This is the level in which his abilities begin to break down.

Daily Auditory Exercise:
You now have the therapeutic level from your testing - one digit above what the student can easily do on the first try. Start daily practice sessions for two minutes twice a day. Be very encouraging during this time. It is difficult to process at a higher level but will get easier with time and practice.

It typically takes four months of consistent practice to advance six to twelve months in processing ability. That is what is known as accelerated progress! This process can be done by the teacher or via a computer program that can be ordered. If working at the therapeutic level it is too frustrating for the student, use the bridging technique described below.

Bridging Technique:

If the student can repeat two words but gets confused when given three, start with a 2-3 bridge. Tell the student "Repeat, car….boat." The student responds by saying "Car, boat," in that order; then you give the **same two** words and add one more to the sequence, "Car….boat….train". A correct response is the student saying the words in the order that you verbalized to him. He may need this new sequence of three words repeated several times to be successful. Moving from two words to a 2-3 word sequence instead of a two word sequences to a three word sequence is called a bridge. When the student can do the 2-3 bridge easily on the

first try, transition to giving three words instead of the 2-3 bridge. At this point he may need the series of three words repeated several times to be successful.

Once a three-word sequence is easily accomplished, you proceed to a 3-4 bridge, etc. The words should be said slowly with short pauses between each spoken word. A move from two to a 2-3 bridge represents a six-month improvement in auditory processing ability. A move from two digits to three digits represents one full year's improvement. Be positive and congratulate the student on his accomplishment during each session. The "bridging technique" can be used on any type of auditory sequence, i.e. digit spans, touch or hunt.

Never bridge more than one number. For example: "7, 2" followed by "7, 2, 4", followed by "7, 2, 4, 1" is called "chaining" and is **detrimental** to increasing functional processing and should be avoided; but a sequence of "7,2,4" followed by a bridge "7,2,4,1 is okay.

Auditory Activities

Any of the following auditory activities can be used to increase auditory processing ability.

Auditory Touch Sequence:

This activity is for both the verbal and non-verbal student, so it can also be used for younger children and older students with speech or language delays. The same **basic technique** is used here, but the instructions involve touching a series of body parts. Say, "Touch nose….hair." A correct response would be for the student to touch, in order and without assistance, the body parts that you verbalized to him.

Of course, this activity requires that the child already know and is able to identify and point to certain parts of the body. When the child can do a sequence of two easily, then start working on a 2-3 bridge. Over time, you may progress from a 2-3 bridge to a three auditory sequence. For infants, parents or teachers might use the following actions in conjunction with touching body parts to give variety to your sequences: "Wave bye-bye"; "Blow kisses"; "So big"; "Clap hands". For example: "Touch nose…wave bye-bye".

Important Note: The young child should not start the touch sequence until the instructor has finished speaking so hold his hands until the sequence has been spoken. For a child who is very low processing, be sure to allow enough time for him to respond without your intervention.

A student who consistently gets the sequence wrong, can be helped by doing the following: First, say the two items to touch and let him be successful. When giving a 2-3 bridge, the teacher does the touch sequence hand over hand for each part of the sequence. This is called "modeling." Give the sequence verbally, then say nothing as you help give the correct response by guiding his hand. Then repeat the same three-step sequence and watch and wait for him to respond on his own. If he starts to do it in the wrong order, immediately return to the modeling phase. **It is very important to only verbalize before he attempts the touch sequence, not while he is doing the sequence.**

Auditory Hunt:

This activity is for younger or lower functioning students

who are either verbal or nonverbal and it can be done with real objects or pictures. A magnet board also works well. Place 1-2 more objects on the table (or magnet board) than the student's current auditory span. If he can do three, for example, you would put 4-5 items on the table. (The ***objects are hidden*** behind a book, file folder or small dry erase board during the time you are verbalizing the sequence.) Call out the objects you want the student to touch, using the **basic technique** (pausing between each word). Then uncover the objects and ask the student to point to them in the same order that you called them out. When the student responds by pointing to the objects in the same order as you called them out, he has succeeded and has fully completed the sequence. Teachers can also use the bridging and modeling techniques described previously for this activity.

Auditory Object Sequences:

This activity is only for the verbal student and uses the same concept as "auditory digits" except that you call out objects such as animals, clothing, or furniture, instead of numbers. You say, "Yellow…. blue…. green." The student responds verbally to the sequence

blue	green	yellow	pink	orange
gold	white	brown	red	purple
tan	silver	gray	black	navy
orange	green	red	bronze	rose

hair	lips	toes	face	eye
teeth	heel	head	nose	ears
tummy	chin	feet	back	mouth
legs	fingers	knee	elbow	neck

ball	slide	skates	boat	kite
book	scooter	paints	darts	drum
horn	marbles	doll	gun	car
tapes	jump rope	blocks	Legos	crayons

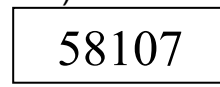
of words. He says, “Yellow, blue, green.” If using a “bridge” say, "Great! Now listen: yellow…. blue…. green…. purple”. Using the bridge technique helps the student successfully move to the next processing level. Only add one word to the end after you have established a “base (therapeutic) level” that the student can do on the first try. Included are some examples of auditory sequence categories. You can mix words in categories or stay in the same category. Be sure to mix the order in which you call out the words as familiar patterns can be easily memorized.

Auditory Digit Span:

This activity is only for the verbal student. The auditory

information given in this activity is digits (numerals 0-9). They should be given in random order, slowly and with pauses as described in the **basic technique** instructions. For the most part, avoid sequential numbers such as 7, 8 or 2, 3 as well as using the same number twice in any given sequence.
DO – (4….7….9….1)
DON'T – (4….7….4….1)

After much practice and a digit span of five or more has been achieved, you can begin using repeated numbers in the sequence as long as they are not in succession.
DO – (6….4….7….3….4….1)
DON'T - (6….4….4….7….3….1)

Sample Digit Span Card: 

The Drill: listen, process, and then respond.

You need more than a hundred different cards because with only a few cards the brain starts to memorize parts of the sequences and the individual will not be working at the therapeutic level any more. You can purchase pre-made digit span cards with one hundred twenty-five cards per deck from Little Giant Steps.

Auditory processing is just one facet in gaining full functional potential in neuro-efficiency (the ability to receive, comprehend, store, and retrieve information rapidly and correctly). To make the most of this dynamic modality, we highly recommend you attend an instructional seminar which covers the bases and other strategies that can be employed in

raising the functional abilities of those to whom you teach. If you are unable to attend one of those seminars then the next best thing is the DVD, "The Neurodevelopmental Approach" which is a two-hour teaching seminar done at an international conclave by Jan Bedell, PhD., M.ND. It is available on the Little Giant Steps online store. Mrs. Bedell is also available as a school consultant or for in-service training sessions.

Little Giant Steps
NeuroDevelopmental Innovations

For more information on The Neuro-educational Approach or for more information on helpful neurodevelopmental products, please contact us at:

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Here you will see tools to enhance these areas of function:
Following Directions
Easy Comprehension
Better Communication
Efficient Use of Phonics
And so much more!

View our products at:
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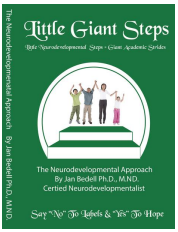
Digit Span Cards
125 Unique Sequence
One sequence per card
Available in levels 5's through 12's
Improve your family member's auditory and visual short-term memory with this simple tool to be used twice a day for only two minutes. One-on-one activities, coupled with fun will result in great gains. Instructions are included for both auditory and visual digit span activities. The higher the function, the easier the learning. If your child is planning on college, a good goal is proficient processing of nine digits.

Sequencing In a Flash
A computerized version of digit spans that needs no teacher involvement. This program provides auditory and visual processing sessions and tracks the level of up to five individuals. Levels three through ten are included on this one program.

The NeuroDevelopmental Approach DVD
Join Jan Bedell, PhD in this information-filled seminar giving you an understanding of The NeuroDevelopmental Approach for Life. The best possible brain development can be assured when you are equipped with the correct knowledge. Learn to test for visual and auditory short term memory and many more developmental skills. Anyone's brain organization can be improved and learning challenges don't have to last a lifetime! There is hope to release your child's fullest potential.



Click on the links to the right to investigate an area of interest.

- I have a struggling learner?
- Help, my child needs to learn the math facts.
- Reading is still a challenge, what do I do?
- Is there more I could do for my child with a learning label?
- I really need help knowing where to start.
- What is NeuroDevelopmental Approach?
- My child doesn't understand math.
- Is there help for behavior issues?
- Why can't my child follow directions?

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