



Center For Neuro Development

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Unlocking ADHD, Dyslexia, Autism and More!

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Unlocking Learning Potential

September 2010

Fall – What’s Happening at the Center?

Our *free introductory seminar* will occur on the second Monday of the month –in September, October and November: September 13, October 11 and November 8. These free informational meetings are held at 8907 Gravelly Lake Drive SW. Those who attend may participate in the following screenings:

Neurodevelopmental Screenings – up to 30 minutes; \$40.00

- Neurodevelopmental Screening – (auditory and visual processing; dominance; gross motor)
- Attend the 2nd Monday of the month Free Introduction to the Neurodevelopmental approach
- Follow-up Seminar for all participating families – to explain results of screening and mini-plan of action.
- Mini-Plan of Action – about 30 minutes of daily activities; for those who follow through a minimum of 80%; reporting every month and upgrade to another of the non-test assessment plus or neurodevelopmental evaluation administered by our resident neurodevelopmentalist within 6 months, they will get a \$40.00 discount on the upgraded service.

Brain Development and Learning

Learn how to apply what we know about brain development for learning reading, math and other subjects.

Brain Development and Reading / Language Arts – September 27 at 6:00 pm
Brain Development and Math / Other Subjects – October 25 at 6:00 pm

What do we do at the Center for Neuro Development?

1. FREE information regarding the neurodevelopmental approach to unlocking learning challenges in the following ways:
 - a. Website with links and articles: www.centerforneurodevelopment.com.

- b. Free monthly e-newsletter, *Unlocking Learning Potential*.
- c. Free monthly informational seminar – 2nd Monday of the month. See above.
2. Occasional workshops on *Brain Development and Learning*. Next one in the Fall, 2010.
3. Conduct evaluations / assessments – finding missing pieces in development.
4. Design individual neurodevelopmental plans (with complete evaluation), mini-plans (with non-test assessments plus) and screenings plans (with screenings).
5. Teach parents how to implement these plans to do at home; implement the plans for the parents in the Center or a combination of the two.
6. Sell materials useful for students on plans, homeschool curriculum and Christian books. www.specialhelps.com
7. Provide other services for independent homeschoolers and Academy Northwest students: www.homeschoolhelps.com; www.academynorthwest.net.

We are now enrolling for fall classes and scheduling for homeschool testing, Braining Training / Individual ANW credits - and neurodevelopmental evaluations.

Attached find a preview of classes / services we provide beginning in the fall. Contact us for more information.

For the next few months we are going to concentrate on the subject of Reading. Be sure and join us for the Workshop: Brain Development and Reading/Language. This month, we begin with our Neurodevelopmental Advisor's article and next month we will have a very special announcement.

In Phonics vs. Sight Reading, Cyndi answers the question as to why many have difficulty with learning to read.

Phonics vs. Sight Reading: the most important piece of information you need to know

*by Cyndi Ringoen, BA, BS Neurodevelopmentalist
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The controversy between Phonics and sight-reading has been a long-standing argument. With phonics usually winning out in homeschool circles. But despite a strong stance in favor of phonics, many parents find themselves at a standstill in terms of their child actually being able to learn the phonics and then read. It is fine to stand up for phonics, **but** if you can't make it work, then it is time to learn more in-depth about the brain that processes phonics.

The brain has two main pathways with which to process information. They are the visual and auditory systems. Each of these has both a long and short-term memory capacity. It is the auditory short-term memory that I would like to address in this article.

When phonics was introduced many decades ago we lived in a different type of society. It was an auditory society. The children grew up with family dinners, listening to radio and listening to stories of the old days from their grandparents. Children in this rich auditory environment had the opportunity to develop excellent auditory processing ability (short-term memory). Today we live in a very visual society—the likes of Nintendo, VCR's, TV, billboards etc. None of these

things is necessarily negative, but it contributes to the development of children with stronger visual processing ability and reduced auditory processing ability.

Phonics is an auditory learning system, and it is imperative to have a sufficient auditory short-term memory in order to learn, utilize and understand reading using the phonics method. So, if a family is convicted that a child must learn reading by phonics, then they also must provide the opportunity for the child to develop a well functioning auditory short-term memory so that it can be utilized.

A two year old should have a short-term memory of 2, a three year old of 3 etc. up to seven years old. Average in our society for a 7 year old to adult is 7. In order to begin to utilize phonics beyond memorizing a few individual sounds, a child must have an auditory short-term memory close to 6. If it is below this, you will see a child, depending on how much drill they have had-who can say all the sounds of the phonemes, and possibly put a few together into words, but at the end of the sentence or paragraph cannot understand what they have just read.

To test the auditory processing ability of your children, say slowly in one second intervals, in a monotone either numbers or objects. You say 5-8-1-7 and have the child repeat it back, if they can then say 8-4-3-9-6. The child must be able to say a 4 digit sequence back correctly **75%** of the time on the first try to be considered at a short-term memory of 4, and it is the same for each higher digit.

Children who have an auditory digit span of 4 may (with drill) learn all the sounds of the letters, but they will not be able to efficiently utilize phonics to sound out words. The reason for this is that the short-term memory is a reflection of holding pieces together. For phonics to work you must be able to hold individual auditory pieces (sounds) together and then transform them into a word. When a child gets to a digit span of 5 they will begin to be able to sound out words more efficiently, but by the time they get to the end of a sentence and/or paragraph the comprehension will be lost. It is not until a child has an auditory digit span of 6 that all of the phonics starts being utilized in an easier manner. So if you are convicted to teach your child phonics, you must first exercise their brain and build good auditory processing ability. Do the above exercise several times a day for a few minutes, you will gradually improve the brain's ability to process. Each gain of one digit is equal to a developmental year, so it is an activity which will take consistency for improvement to happen.

To insist on teaching a child phonics before they are developmentally ready is to set the child and parent up for a lot of frustration and laborious struggle. Focus instead on using your time and energy on expanding the child's auditory short-term memory. And some parents, once they understand the brain's role in learning phonics, decide to utilize flash cards for sight words while they are building the processing ability. This enables the child to view reading as pleasurable, and then later adding the phonics to build the reading skill.

For more information:

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