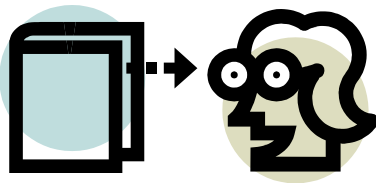




The Important Stuff:

Helping students determine important information in texts and lectures

Being able to focus on the most important information delivered during a lecture or read in a textbook is a crucial part of learning and performing in class. Teachers often communicate the importance of information through statements they make such as, "You'll need to know this for the test," "The first step you need to use is . . .," or "Make sure you write this down." Important information in text-



books is often identified by bold text, italics, or other highlighting. Skill in the process of selecting and thinking about which information stands out or is most important fosters student comprehension of the concepts. Successful students are able to pull out the most relevant or necessary concepts, ideas, or facts from the mass of information in a classroom. Dr. Mel Levine, widely recognized doctor and education expert and author of "All Kinds of Minds," offers these strategies for helping

(Continued on page 2)

Causes and Symptoms of Learning Disabilities

It is hard to say what causes a learning disability in children, but here are some observations that have been made through the years:

- There may be a "maturational lag." This means that a child may not mature at the same rate as the other children in his or her age group, therefore not being able to do the expected schoolwork for his or her age group.
- Premature children and children who had medical problems soon after birth sometimes have learning disabilities. Injuries before birth, or in early

childhood could also account for some later learning difficulties.

- Some learning disabilities could be inherited.
- Learning disabilities tend to be more common in boys than girls. This may be because boys tend to mature at a slower rate.

Some learning disabilities seem to be connected to the irregular pronunciation, spelling, and structure of the English language.

(Continued on page 3)

Inside this issue:

Child Aggression	4
Teacher Consultant Services	5
Disability Sensitivity	5
Homework	6

Interesting Fact:

Dan Akryod, Steven Spielberg, Bill Gates, Thomas Jefferson, Van Gogh, and Robin Williams are among those who have either been formally diagnosed or who fit the criteria for Asperger's Syndrome (AS) or ADHD.

Source:
www.aspergersmichigan.org

The Important Stuff, Con't

students develop this skill.

- Give students outlines to help them preview the most important information in a lecture, reading assignment or lesson.
- Use colors, highlighters, and/or graphics to draw attention to the relevancy of information.
- Help students use color coding as an effective organizing strategy themselves. For example, a routine can be established in class (e.g., green for main idea, red for details in reading; blue for essential information in math word problems, etc.) that students can integrate into their own note-taking.
- Provide students with background noise to filter out distractions in the classroom.
- State the objectives of a lesson or purpose of a reading assignment before beginning to delineate most important information.
- Give students a list of questions that they will need to answer at the end of a reading or lecture.
- Connect your presentations to students' existing information or knowledge.
- To help students focus on important information, use statements such as, "This information will be on the next test..." "We will cover three important concepts today in class..." etc.
- Give students direct practice identifying key information (underlining key words, etc. in their textbooks). Provide students with copies from their textbook with the highlighting already started as a guide for them to continue from.
- Have students practice deleting unimportant information in written materials, math and science word problems, etc. Allow students to create their own math and science word problems, in which they insert and delete information, examining the difference between necessary and unnecessary information.
- Stage tasks (break them into smaller steps) to help students focus on the most salient features (e.g., highlight the symbol [+,-] for a particular math calculation before calculating the answer, highlight the most important information in a math story problem).
- Teach students to look at social relationships in the same way they look at new learning situations. Have them talk about the salient features of social interactions, e.g., which are most important when forming friendships, which can obstruct relationships, etc. To further explore the social aspects of saliency determination, talk about the salient features of recurring patterns that take place in school.

**Lutheran Special School
& Education Services**
Teaching Children As
Christ Taught Us



Connect your presentations to students' existing information or knowledge.

Causes and Symptoms of Learning Disabilities Con't

(Continued from page 1)

It is important to note that the primary characteristic of a learning disability is a significant difference between a child's achievement in some areas and his or her overall intelligence. Learning disabilities seem to affect five general areas:

1. Spoken language: delays, or disorders in listening or speaking.
2. Written language: struggles with spelling, reading, and writing.
3. Arithmetic: struggles with math operations, or has troubles understanding basic concepts.
4. Reasoning: Struggles with organizing thoughts.
5. Memory: Struggles with retaining new information or instructions.

The following is a list of "symptoms" that seem to be connected to learning disabilities. When looking at this list of symptoms it is important to note that (1.) No one will possess all of the symptoms, (2.) Some of the symptoms may be more common than others, (3.) All people will display at least two or three of these symptoms to some degree (some people could display even more).

- Low performance on group tests
- Difficulty discriminating between size, shape, and color
- Difficulty with time concepts
- Distorted concept of body image
- Reversals in reading and writing
- Awkwardness
- Visual-motor coordination is poor
- Hyperactivity
 - Difficulty copying from a book

or the board

- Completes work slowly
- Struggles with organizational skills
- Easily confused by written or oral instructions
- Struggles with problem solving and abstract thinking
- Disorganized thinking
- Tends to obsess on one topic or idea
- Has difficulty with short and/or long term memory
- Impulsive behavior
- Gets frustrated easily
- Excessive movement while sleeping
- Has a hard time making and keeping friends/socially immature
- Overly excitable during group play
- Poor social judgment
- Inappropriate, unselective, and often excessive display of affection
- Lags in developmental milestones
- Displays inappropriate behavior for the situation
- Doesn't see consequences for his or her actions
- Follows peers/gullible
- Displays inconsistent moods and responsiveness
- Difficulty adjusting to schedule or environmental changes
- Easily distractible; has trouble concentrating
- Difficulty making decisions
- Mixed hand dominance
- Difficulty with sequencing

www.hometown.aol.com education & news web page. General Strategies for Teaching Students with Various Learning Disabilities

Childhood Aggression and the Need for School Based Prevention

In the absence of intervention, aggressive elementary children are likely to continue along deviant developmental pathways. These are the children that are changing the face of the Lutheran classroom. They are moved from school to school, are frustrating their parents to the point that they are ready to abandon all of their responsibilities to the school system, and are sometimes already presenting problems for law-enforcement agencies.

Early disruptive, and controlling behavior leads to peer rejection and reduced opportunities to learn and to practice pro-social skills. This is the difficult part for teachers. Are we talking about misbehavior that simply needs discipline, or are we talking about something different?

The history of the interaction between these students and that of their teachers has been difficult for both parties. Because of a lack of understanding about the underlying causes of this behavior, the child often experiences a lack of warmth and acceptance, and a lack of understanding on the part of the teacher of “how destructive his or her reactions might be”. In fairness, teachers can’t shoulder responsibility for all social problems, but with some additional support and continued education, a Christian teacher can meet this challenge.

Researchers have identified the factors that interrupt this continuing antisocial behavior. Supportive relationships with parents, effective parenting, discipline and monitoring practices, supportive relationships with teachers, academic achievement, friendship with pro-social peers, safe neighborhoods, and schools that have effective discipline practices and high expectations reduce the risk for further escalation of these antisocial behaviors.

Despite the seriousness of childhood aggression, few services are available to aggressive children and their families because they often fall outside the care of the current system’s responsibility for the well-being of children. Sometimes law-enforcement is called upon and they can only deliver the child to a temporary situation. It is thought that the school system plays a significant part in this process, but that is true only to the extent that we are able to provide information to social service agencies. Often this agency is hampered because of the status of the parents either with mental health issues themselves or the fear of the intervention of the criminal justice system.

From the educational system, children are typically recognized by a school system as socially maladjusted, which is not considered a handicapping condition under the Individual with Disabilities Education Act.

Many can personally testify to the frustrations of all who have attempted to place a child who is considered out of control and aggressive. This has even happened to a child that has been diagnosed as “special needs”.

It is probably fair to say, that the teaching ministry looks very different than it did when you first became a teacher. The mission is difficult, but God has promised never to give us more difficulties than we are able to handle. Why are you in the situation that you

(Continued on page 5)



Teacher Consultant Services

Bring every man up to his full potential in Christ Jesus

Colossians 1:28

See back page for contact and scheduling information

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> † Assessment of children ages 3 through high school. † Evaluation of children who are having cognitive, social, emotional and behavior difficulties. † Prepare Written Reports that include an educational plan. † Interpret previous test information and help develop appropriate interventions. † Provide Resources to teachers and parents. † Make Recommendations for behavior intervention, teaching strategies and learning environment changes. † Pre-School Screenings— we will make suggestions on what to do to screen students. | <ul style="list-style-type: none"> † Individual student Consultation and Evaluation - available when teachers would like more information about an individual student's academic or behavioral strengths and difficulties. † School-wide services – the most comprehensive option, providing regular assessment, intervention, follow-up and support. This is offered on a contract basis. † Student Assistance Teams (SAT) – the teacher consultant will help you to establish a committee to meet on a regular basis for collaborative problem solving, support and encouragement. † Parent and faculty Presentations – we present in-services on topics related to children, including behavior management, ADHD and needs of learners |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(Continued from page 4)

find yourself? Why is it so hard? Wouldn't it be easier to be somewhere else? Could be! Another way of looking at it might be that it is time to re-commit yourself to the mission that God gave you. It is a challenge with ultimate human meaning. More than ever before, we are all being asked to reach out, to care, to commit ourselves so that we are the variable that just might change the life of a child and the impact that life has on his loved ones. God bless you and the teaching ministry of Jesus Christ.

Disability Sensitivity

This is suitable for grades 3-12 and works well for students who make fun of students with disabilities.

1. Divide students into group of 4. Have each group sit in a circle. Give each student a "role."
2. After each group has assumed the roles, place a puzzle in the middle of the group. The goal: complete the puzzle. The students must work together and get "around" each disability to complete the task.
3. Person 1: You are blind but can hear and use your hands
4. Person 2: You can see and hear but you can't use your hands
5. Person 3: You can see and hear but you can't use your hands or speak
6. Person 4: You can't see, hear, or speak. You can only use your left hand.
7. Blind fold the students who cannot see and use ear plugs for those who cannot hear.
8. As the teacher, closely monitor because students tend to forget their roles.
9. Afterwards, discuss: What problems did you have? How did you feel? Etc.

Source:www.pacificnet.net



9700 W Grantosa Drive
Milwaukee, WI 5322
(414) 461-8500
tc@lsses.org
www.lsses.org

Teacher Consultant Services

The Teacher Consultant address cognitive, social, emotional and behavior delays in students from 3 years of age through high school. The Teacher Consultant and the Early Childhood Teacher Consultant work with teachers and students in any Lutheran school in the SW District to resolve challenges or problems in a child's development. See page 5 for a list of services.

Consultants are available five days a week by appointment. Call us for scheduling

Homework

Homework has been proven to be a powerful tool for ensuring the success of your child in school. There is research to support that fact. You, as parents, must use that tool to its best advantage, and begin looking at homework as a daily opportunity to have a positive impact on your child's education and future. It is important, that as parents, you let children know you believe in them and that you are committed to their success in school, and that homework is a part of that commitment.

Why is homework so important, and why as a parent do you need to be involved?

Homework affects achievement in school

Canter indicates that parents need to know that

homework does make a difference in your child's performance in school.

"Research tells us that the time spent doing homework *directly affects* a child's achievement". He further indicates that students who consistently do homework perform better academically than those who don't, and that by doing homework, students improve academic achievement. Research also shows that homework allows better retention of factual knowledge, increased understanding of material, and better critical thinking and concept knowledge.

Long-term benefits include: learning encouraged during leisure time, improved attitude toward school, and better study habits and skills.

Homework teaches your child responsibility

Canter indicates in this category, that through homework, children learn to follow directions, work on their own, begin and complete a task, manage their

time, and work to their full potential. Other benefits shown include: greater self-direction and self-discipline, better time organization and more independent problem solving. For many students, homework is one of the first responsibilities they have of their own. They have to bring the work home, and it's up to them to do the work and get it back to school; they have to be accountable for their own actions.

Homework is the key link between home and school

Homework promotes a greater parent appreciation of, and involvement in schooling, and is one of the best ways you have of maintaining a day-to-day connection with your child's education.

Most of this information is from Lee Canter's book, Homework Without Tears.