



All Special Kids

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SOCIAL SKILLS

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ASK - All Special Kids
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All.Special.Kids

GENEVA, SWITZERLAND

ISSUE NO.6

JULY/AUGUST 2007

Dear Friends

Learning social skills could be an endless battle for some children with L.D.. They lack the ability to read body language, subtle facial expressions and thus, forever find themselves as social outcasts.

This issue is devoted to Social Skills. We will address developing skills to be a good listener, learning how to control anger and conflict resolution.

I've found teaching my child to have empathy to others was the most important of all social skills, while simultaneously, providing her with a safe and friendly environment.

Each summer, I invite a few of my daughter's friends, who are very kind, patient and genuinely enjoy her company, to go bowling, swimming, to the movies and parks. The positive peer interaction she receives from these friends during the holidays hugely boosts her self-confidence year round.

Thus, creating a camp for this summer and year round activity camps that will focus on social skills development have become one of ASK's primary goals for next school year.



On a personal note, I sadly say good bye to one of my closest friends and ASK Officer Elaine who is leaving Geneva to return to the United States. She has been my mentor and a spark that rekindled my own light each time it dimmed.

To me, Elaine personified this quote by William Penn:

"A true friend freely, advises justly, assists readily, adventures boldly, takes all patiently, defends courageously, and continues a friend unchangeably."

Thank you Elaine for your friendship and co-leadership. The spark you lit in me will help me to continue to lead all the initiatives we have envisioned together for ASK's future.

Joy and the ASK Newsletter Team
E-mail: newsletters@allspecialkids.org

ASK wishes to thank Jenny Jeffereys for her research on all these articles.

WHO WE ARE

ASK - All Special Kids, previously known as Anglophone Special Kids, is a Geneva-based network, aiming to support the families of children with special needs and learning difficulties. Our goal is to collect, disseminate information and share experiences relating to special needs issues in the region. Although the group focuses on assisting English-speaking parents, we welcome parents of different nationalities, seeking assistance or information on special needs and learning difficulties issues.

Our motto: ASK - We are here to help...



"Social skills are those communication, problem-solving, decision making, self-management, and peer relations abilities that allow one to initiate and maintain positive social relationships with others."



Teaching Social Skills to Kids at School

Students with learning disabilities often have difficulties accurately perceiving what other people do, say, or demonstrate. They have difficulties with:

- listening (understanding what someone has told them)
- talking (saying what they mean)
- noticing and interpreting facial expression and body language
- planning and controlling what they do

Why do kids need to have social skills?

Social skills are those communication, problem-solving, decision making, self-management, and peer relations abilities that allow one to initiate and maintain positive social relationships with others. Deficits or excesses in social behavior interfere with learning, teaching, and the classroom's orchestration and climate. Social competence is linked to peer acceptance, teacher acceptance, inclusion success, and post school success.

Many of our youngsters never learned "appropriate behavior" for social settings-situations in which they must interact/cope with others. Displaying poor social skills is likely to get one rejected by others (other kids don't like them and won't associate with them). Others of our kids work hard to show the new and better behaviors they've been told to show, but are still rejected by others, perhaps due to past reputation or maybe because others don't like the awkward and

unsure demonstration of the newly learned behaviors which don't appear "natural." At other times, our pupils may still fail because they have difficulty monitoring and controlling their behavior when unexpected reactions occur. They misread social cues given off by others. For example:

- Not noticing the rejection actions by others that non-verbally/verbally say, "Get lost."
- Viewing the positive social forays of others as being threatening. If rejected because of their behavior (past or present), they'll rarely-if ever-get the chance to display the "correct" behaviors under naturalistic circumstances and fail to incorporate them into their behavioral repertoire.

Others of our kids will not respond positively to social skills instruction because they don't see the skills as being necessary or useful. For example:

- assisting the teacher
- avoiding conflict with adults
- disagreeing in a non-confrontational manner

The behaviors they display now seem just fine to them. They obtain the attention, objects or power they seek.

What exactly is social skill training?

"Social skills training" is a general term for instruction conducted in (behavioral) areas that promotes more productive/positive interaction with others. We teach social skills to students who are, at present, socially unskilled in order to

Teaching Social Skills to Kids at School

adults and peers. A social skills training program might include (among other things):

- Manners and positive interaction with others. i.e: asking for permission rather than acting.
- Appropriate classroom behavior. i.e: following directions, seeking attention properly.
- Better ways to handle frustration/anger. i.e: counting to 10 before reacting.
- Acceptable ways to resolve conflict with others. i.e: using words instead of physical contact

Examples of Social Skills training that kids need to survive in school

- Skills that will help in later instruction (example: listening skills)
- Skills that enhance success in school/daycare settings (example: asking a question)
- How to make and keep friends (examples: asking for something, asking others to play)
- Feelings: coping with negative feelings and awareness of own and other's feelings (called "Theory of

- Mind" - being able to predict how others might feel in a situation and understanding that others might not feel as you do)
- Positive, non-aggressive choices when faced with conflict
- Dealing with stress: what to do when mistakes are made and ways to handle teasing and taunting

Humans show specific behaviors because there is a benefit to doing so. In order to fully convince the child to change his or her ways, the benefits of the new actions must outweigh those of continuing the old patterns of behavior. In order to promote acceptance and positive interactions, the new behavior pattern must also be viewed by others as being acceptable. While the teaching of social skills consumes time and energy, over the weeks and months we gain back lost time and efforts that we put in when the child starts to display more acceptable behavior. Our life becomes easier and more rewarding. The same applies to the school-based and outside lives of our children.

Adapted from article by Thomas McIntyre (6/23/06) and Dr. Mac's Amazing Behavior Management Advice Site. (www.behavioradvisor.com)



"At other times, our pupils may still fail because they have difficulty monitoring and controlling their behavior when unexpected reactions occur. They misread social cues given off by others"

MONTHLY KID'S SOCIAL ACTIVITIES

*Are you looking for a playgroup for your child?
Does your child have difficulty making and keeping friends?
Do you want to spend quality time with your child while helping others?*

We are looking for 6 parent volunteers to coordinate, share supervisory and chaperone duties for monthly children's Social Activities such as movies, bowling and pizza nights. If you are interested in taking part in this activity as a coordinator or chaperone or simple wish your child to take part in, please contact info@allspecialkids.org





Fun activities to promote listening skills

Many children have notoriously selective listening skills — they hear what they want and seem to tune out the rest. But listening is a skill that we can help our children improve. Like a muscle, it needs constant exercise to grow stronger.

Here are some games and activities that will boost your child's listening skills. Because children learn in different ways, they are arranged by learning style.

For auditory learners

Talk to your child all the time. Tell her about an interesting story you read in the newspaper. Get in the habit of narrating everyday chores. If you're in the kitchen together while you're making dinner, for example, you can say, "I need to measure out a cup of water and put it on the stove. When it boils..." It may not seem as if your child is paying attention — but she is. Don't be surprised if you hear her repeating something you said when she talks to someone else. And remember: Children are natural mimics, so watch your language!

Make reading an interactive activity.

When reading a book to your child, stop before turning the page and say, "What do you think will happen next?" Ask her to explain her answer to see how well she's listened to what you've read so far.

Ask your child to predict how a story will end. Read a book aloud to your child and stop just before the last page. Ask her to guess how the story will turn out, based on what she's already heard. Then finish the story and discuss the ending with your child. Was her prediction accurate, or was there a surprise ending?

If the latter, were there any clues to the ending planted earlier in the story?

Revisit an old favorite. Bring out one of your child's most dog-eared, battered books and read it aloud yet again, only this time pause at key points to let her supply the words that come next. Or read the story and purposely change key details to see how well your child is paying attention. If she hears something that's not quite right, she'll be sure to correct you.

Listen to stories together. We never outgrow our delight at hearing stories told aloud. Libraries, bookstores, and community centers usually have read-aloud story times. And borrow or buy books on tape for the car or the house.

For physical learners

Listen to music tapes. Eve Ackert, an early-childhood education teacher in Connecticut, recommends the "Kids in Motion creative-movement" series. To learn the movements for each song, your child will have to listen closely to the lyrics. It's also great exercise!

Play listening games. You can rely on old favorites, like Simon Says. You can also find games and worksheets that build listening skills at stores that sell teachers' supplies.

Cook together Find a recipe, read the directions out loud, and let your child do the measuring, mixing, stirring, and pouring.

Use a tape-recorder to relay instructions. Your child may choose to ignore you when you ask her to clean up her

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"Listen to stories together. We never outgrow our delight at hearing stories told aloud."



“Teaching your child about conflict resolution”

Sometimes a child may get pretty angry, feeling that something is unfair or someone is being mean, etc. Well, he or she could throw a huge tantrum, get really upset, but soon will learn that none of these reactions will solve her problem.

There are 4 things you could teach your child to try to sort things out so that everyone gets a fair go and something of what they want.

1. Understand
2. Avoiding making things worse
3. Work together
4. Find the solution

Understand

Everyone involved needs to understand what the conflict (argument) is about. To do this, everyone needs to: say what they feel, listen to what other people have to say about their feelings (without interruptions), try to put themselves in the other person's shoes and try to understand their point of view.

(Continued from opposite page 4)

room, you when you ask her to clean up her room, but she may happily comply if the request comes from one of her favorite puppets or from a tape that you recorded. She'll probably find it a novelty to switch on her tape-recorder and hear you say, "Arrange your dolls on the shelf. Then put your clothes away. Now make your bed..."

Play "story chain." Everyone in the family will enjoy this. Have one person begin a story ("Once there was a little boy who lived in a castle up in the clouds") and then have another contribute the next

Avoid making things worse

- ~ no put-downs
- ~ no mean, nasty remarks that will hurt people's feelings
- ~ no screaming and shouting
- ~ no fighting, hitting, kicking, pushing or hurting the other person's body.

Work together

Do some active listening by looking at the person and repeating what you heard. Make "I" statements, like:

- "I feel hurt when..."
- "I need to feel or be..."
- "I hear what you are saying, but I feel..."

Find the solution

Brainstorm together to think of ways in which he or she could resolve the conflict. Once a solution that both of you can agree with is found, both have to be responsible for carrying it out. If things don't work out then you need to go through the whole process again to see how it could be improved.

Adapted from <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1521>



“Try to put themselves in the other person's shoes and try to understand their point of view.”



sentence, and so on. Because each person has to listen to what came before to advance the story, this game enhances listening skills.

For visual learners

“Read” a song together. Buy a music tape and corresponding book of lyrics so you can follow the words along with the music. Sheet music can also work.

Watch a children's video or television show together. Shows such as *Arthur* are designed for parent participation. While you're watching, pretend that you didn't hear something and ask your child to tell you what the characters said.

(Adapted from the article by Holly Hanke (<http://parentcenter.babycenter.com/refcap/bigkid/glearning/68099.html>))



Teaching Empathy



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 “Children who are empathic tend to do better in school, in social situations,”

Unlike intelligence and physical attractiveness, which depend largely on genetics, empathy is a skill that children learn. Its value is multifold. Children who are empathic tend to do better in school, in social situations, and in their adult careers. Children and teenagers who have the greatest amount of skill at empathy are viewed as leaders by their peers.

Toddlers sometimes show behavior that is closer to true empathy in their first efforts to connect another person's discomfort with their own. When a two-year-old sees his mother crying, he may offer her a toy he's been playing with or a cookie he's been nibbling. He is giving his mother something that he knows has made him feel better when he has cried.

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 By the time a child is about four years old, he begins to associate his emotions with the feelings of others. While one child says he has a stomachache, some four-year-olds may come over and comfort him and yet another child might punch him in the stomach.

●
 Yet in each case the healthy child is demonstrating his empathy for the one who is ill. The aggressive child does not know what to do with the skill he's been

developing and lashes out in frustration to cover his discomfort.

Although the best training for empathy begins in infancy, it's never too late to start. Infants and toddlers learn the most by how their parents treat them when they are cranky, frightened, or upset. The way you show your own empathy, however, may be more important than anything you say. If your three-year-old cries out, "Look at the fat lady!" do not publicly bawl out at your child. Instead, quietly and gently explain why saying that may make the woman feel bad. Ask him if he's ever felt bad because of something a person said. Even so, some three-year-olds may be too young to comprehend what you are saying.

When a child is about five, he can learn about empathy by talking about hypothetical problems. How would you feel if someone took a toy away from you? By the time a child is eight, he can grapple with more complex moral decisions in which he must realize that someone else's feelings may be different from his own.

(Adapted from an article by LaurenceKudner,PHD (www.drkutner.com))



***Praising Effort:** Helping children feel good about themselves is one way of immunising them against bumps they will have throughout their lives. We are not all geniuses and there will always be someone who finds the work easier or gets better marks at school. To stop our children giving up on the competition and saying it's all a waste of time, we need to help them feel good about their achievements and their efforts.*

***Sibling Rivalry:** Siblings can also have a significant impact on a child's self-confidence. A younger child may be always trying to be like the elder one. Your children will have different strengths and weaknesses and it is up to you to help bring out their strengths and help them feel that their efforts are worth it. In general it is probably easier to help them shine at different activities. If you are a musical family, encourage different instruments or if you are a sporty family, encourage different sports to suit each child's temperament and abilities. Excerpted with permission of the publisher John Wiley & Sons, Ltd. from *Toddler Troubles* by Jo Douglas. Copyright © 2002 by John Wiley & Sons, Ltd.*

Sensing Silent Cues

Unpopularity, poor grades and a host of other problems that afflict schoolchildren may derive from an inability to read the nonverbal messages of teachers and peers, new findings show.

The results are based on a new test that measures a child's ability to read nonverbal messages in several ways: reading the emotions revealed in tone of voice, for instance, and sensing how close to stand while talking to someone. For instance, a child watches 40 slides of children and adults, rating their expressions as happy, sad and angry and so on. The same is done with slides showing various postures and gestures, and with audiotapes of various tones of voice.

Studies of more than 1,000 children aged 9 to 11 showed that those who scored lowest on the test tended to be among the least popular in their class. They also tended to do less well academically than other children, even though their intelligence was just as high on average.

The studies found that as many as 10 percent of all children may have problems with nonverbal communication severe enough to impair their social or academic functioning. Since most of the emotional messages sent between people are communicated nonverbally - by a gesture or tone of voice, say - the inability to read or send such messages adeptly is a major social handicap, said Dr. Stephen

Nowicki, a psychologist at Emory University in Atlanta, who developed the scale.

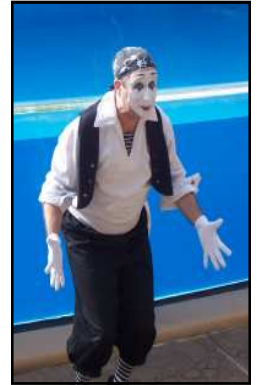
Among the problems common in children lacking nonverbal skills, Dr. Nowicki said, is a continual sense of frustration that can lead to depression or apathy. Result: A Defeatist Attitude.

"They get rebuffed and don't know why," Dr. Nowicki said. "In essence, they just don't understand what's going on. They may think they're acting happy but actually appear to others too excited or even angry. They are mystified when other kids are angry in return."

Dr. Nowicki believes that the problem is a learning disability, akin to reading problems. "If a child makes consistent errors in using nonverbal language, such as standing too close when talking to someone or talking too loud or soft," said Dr. Nowicki, "other children will see them as strange and to be avoided."

The 9- to 11-year-olds Dr. Nowicki has been studying are in an age period that developmental psychologists consider crucial for learning the basic skills of friendship. At this age most children enter an intense relationship with a chum of the same sex. Dr. Nowicki says, an inability to read nonverbal messages in these years can lead to failures in mastering basic social skills that will mar later relationships.

(Adapted from an article by DANIEL GOLEMAN, Published in New York Times October 10, 1989)



"The studies found that as many as 10 percent of all children may have problems with nonverbal communication severe enough to impair their social or academic functioning."



"I expect to pass through life but once. If therefore, there be any kindness I can show, or any good thing I can do to any fellow being, let me do it now, and not defer or neglect it, as I shall not pass this way again."

William Penn



"These children often do not have that "inner voice" that enables many children to stop and think and consider their behavior and the consequences before they act. "

Taming the Tiger: Helping Children with Anger Control

Many children with learning disabilities and attention problems also struggle with modulating their feelings and can feel easily overwhelmed by emotions. Sometimes impulsively acting upon feelings, particularly anger, can quickly affect peer relationships in a very negative manner. This can result in a downward, negative spiral. The child may feel bad about him or herself, act negatively in relationships, and worsen their self-esteem.

"Language Problems"

Children with expressive language problems may not have the facility with language to be able to express what they need to quickly enough. As a result, they may end up acting out their feelings instead. Interestingly, children with Attention Deficit Hyperactivity Disorder appear to have a "language problems" themselves. These children often do not have the inner language that would enable them to delay acting on feelings, that "inner voice" that enables many children to stop and think and consider their behavior and the consequences before they act.

Outside/Inside

Many children (whether they have learning disabilities, attention problems, or autistic spectrum disorders) also have problems with sensory integration. This means that they have difficulty organizing sensations and stimulation from outside and/or within. It can be very difficult to put together and make sense of all of the sensory information that is coming at them. It can also be very difficult organizing and understanding the sensory information that is occurring



within them. For these reasons, it can be easy to misinterpret social information from outside and emotional information from inside. This may then result in an inappropriate response to the situation at hand.

Giant Steps

It is easy for us to forget all the steps involved in managing feelings. Think about it - we need to identify and organize feelings within ourselves, identify and interpret social information from outside, integrate that information into something meaningful, and then formulate the appropriate response in a controlled, socially acceptable manner.

Identifying Feelings

In social skills therapy, whether individual or in a group, we attempt to help the child learn to appropriately organize and interpret cues from outside and identify, organize and express emotions from the inside.

Putting the Puzzle Together

Once a child is able to identify his or her own feelings, they can begin to work on identifying the feelings of others. In order to accurately identify what other people are feeling, a child needs to be cognizant of body language, facial cues, tone of voice, and context. Much like putting together the pieces of a puzzle, a child needs to assemble all information into an emotional picture that makes sense. If the puzzle is put together incorrectly, it will result in an inappropriate response. Children with language processing problems may actually be quite aware of the non-verbal cues but *(Continued on opposite page 9)*

Taming the Tiger: Helping Children with Anger Control

Taming Tiger *(Continued from page 8)*

may have trouble with comprehending the spoken message. Children who have non-verbal learning disabilities have great difficulty synthesizing body language and visual cues, as it requires the ability to utilize "right brain", perceptual-organization functions. Those who are more impulsive, without the processing difficulties, may get the whole picture but selectively attend only to isolated details.

Taming the Tiger

For younger children, helping them to get some distance on their anger can help them maintain positive feelings about themselves. Helping a child to "tame the tiger" or calm down their "angry monster" helps a child to work on the feelings without experiencing a loss of self-esteem.

Help the child identify what he/she is feeling. Help them be aware of the signals they receive from their bodies that tell them "I am mad", "I am happy", etc. "You know when he took that toy you like and you hit him? You were feeling mad."

Help your child to identify what others are feeling. Point out the various cues that are available and help the child put them together into a meaningful puzzle. "See when his eyebrows went down and his face scrunched together like that? I think he was mad."

Help your child to communicate anger in an effective manner. This depends upon their developmental abilities. Some children need to find ways to discharge their anger appropriately, as they are not yet able to use inner language to delay their actions.

In some individual and group therapy, children are taught to build in a "delay mechanism" using the Stop Light Technique. When they identify that they are feeling angry, they:

STOP (picture a stop sign in their heads) and take three deep breaths or count to 40,

THINK (Think about what is making them angry so they can make a plan. This includes thinking about what the other person intended. "Did she do that on purpose?"), and

GO (go ahead with the plan and see how it works).

Taming the tiger depends a lot upon "language." Reading non-verbal cues, processing nuances of spoken words, and developing an inner voice. For many children, developing this ability is akin to learning a foreign language. It takes time and patience, but is a very worthwhile enterprise if it can result in improvements in a child's relationships and self-esteem.

(Adapted from an article by Stephen Rothenberg, PsyD. <http://www.nldontheweb.org/Rothenberg-2.htm>)



"Some children need to find ways to discharge their anger appropriately, as they are not yet able to use inner language to delay their actions"

"If you are patient in one moment of anger, you will escape a hundred days of sorrow." Chinese Proverb

"The greatest remedy for anger is delay." Seneca





“They face problems not because they are aggressive, but because they become aggressive at times that are inappropriate and in ways that are self-defeating”

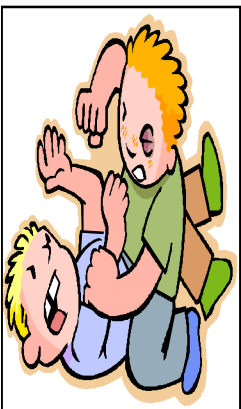
Aggressive Children - Insights for Parents:

While a certain amount of pushing and shoving is to be expected from all children, especially when they are very young, there are a few for whom aggression becomes a way of coping with almost any situation. These overly aggressive children are not always bullies; they face problems not because they are aggressive, but because they become aggressive at times that are inappropriate and in ways that are self-defeating.

In some cases, this pattern of easily triggered aggression appears to be rooted in the children's developing nervous systems. They appear to be physiologically unable to control their impulses as much as other children their age. For others, it is often a matter of needing to learn and practice social skills.

Aggression is one of the first responses to frustration that a baby learns. Grabbing, biting, hitting, and pushing are especially common before children develop the verbal skills that allow them to talk about what they want and how they feel.

Children are often rewarded for their aggressive behavior. The child who acts out in class generally gets the most attention from the teacher. The child who breaks into the line to go down the slide at the playground sometimes gets to use the slide the most. One of the toughest problems parents and teachers face in stopping aggressive behavior is that in the short term it gets the child exactly what he wants. It's only after a few years that inappropriately aggressive children must cope with a lack of friends, bad reputations, and the other consequences of their behavior.



For some children, this tendency toward physical aggression and other difficult behaviors appears to be inborn. Many very aggressive children are noted to be restless infants even before they begin to crawl and walk.

These overly aggressive children appear to have less mature nervous systems, which shows up in a variety of problems with self-control. They are impulsive and have trouble concentrating on a task for more than a few minutes or even seconds. Once they begin to get excited or angry, they have difficulty stopping themselves.

Coping With a Very Aggressive Child

The first step in helping an overly aggressive child is to look for patterns in what triggers the assaults, especially if the child is a toddler or preschooler. Also, most of these children go through a predictable sequence of behaviors before they lose control.

Once you can determine the most common triggers and can spot the escalating behavior, the simplest thing is to remove the child from that environment before he loses control.

It's also very useful to provide these aggressive and distractible children with a lot of structure and routine in their daily lives since predictability helps children remain calm and in control. Tempting as it may be at the time, spanking these children for being aggressive often does more harm than good. It is simply modeling the very thing you don't want your children to do.

Adapted from the article by Lawrence Kutner PhD (<http://www.drkutner.com>)

DYSCACULIA: The Trouble with Maths

Presented by Steve Chinn and Fil Came

Two leading experts and renowned educational trainers from U.K

Date: Saturday 1st and Sunday 2nd December 2007 - Time: 9:00-16.30hr

Place: Webster University - Commons Room

Fees: Members and School staff: CHF300, Non-members: CHF400

CHF50 discount for early registration with payment received before 1st October

Please contact ASK about special discount rate for group of 10 or more.

Last registration date 15th November 2007

For registration form and detailed information visit our website at www.allspecialkids.org

This two-day course offers a unique opportunity to work with two leading experts and renowned educational trainers from England, Steve Chinn and Fil Came. Based on the latest research, the course aims to provide a foundation of understanding and a practical framework of strategies for overcoming barriers and difficulties to learning Mathematics.

The Trouble with Maths course is thus directed at:

- ~ Teachers from local mainstream primary and secondary schools and kindergartens
- ~ Teachers working with children with special needs
- ~ Teaching Assistants who are interested to develop their teaching skills
- ~ Private Tutors
- ~ Parents interested in developing their own practical knowledge

Presenters:

Steve Chinn, BSc, PhD, Dip ED Man, AMBDA

Steve Chinn has 40 years of teaching experiences in mainstream schools. He was Head of three special schools for dyslexic students, including one year as visiting Head of Chautauqua Academy in Baltimore, USA where he was rated as a 'Master Teacher' by the State. He founded and for nineteen years ran Mark College, a school for dyslexic boys, which received several awards, including the Sportsmark with distinction, the Dept of Education's 'Highly Effective School' certificate and Beacon School status, the ISA's 'Award for Excellence' and a National Training Award. Steve has written several books based on his classroom research, including 'The Trouble with Maths' which won the NASEN/TES 'Book for Learning and Teaching' award in 2004.

Fil Came

Experienced teacher, SEN Adviser and respected national and international trainer/consultant on classroom practice, differentiation and teaching pupils with additional needs

Co-author of "Working with Dyscalculia", "Learning Toolkit", "Learning Styles", "Memory Trainers" and "Study Skills"

Course designer and lead tutor for the university accredited 'Overcoming barriers to learning in Maths'

Co-founder and Director Learning Works (www.learning-works.org.uk)

**LECTURE SERIES
FOR 2007-2008 SCHOOL YEAR**

1st & 2nd December 2007:

"DYS CALCULIA: Trouble with Maths"
by Steve Chinn and Fil Came

31st January 2008:

"DYS PRAXIA"
by Dr. Madeleine Portwood

5th March 2008:

"TEACHING THE BRAIN TO READ"
by Dr. Duncan Milne

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today" MALCOLM X

ASK CALENDAR OF EVENTS

JULY AUGUST 2007

ASK - FAMILY FUN DAY PICNIC

International School of Geneva, Pregny Campus
Date: 16th July 2007
Time: 11:00 to 15.00hr

ASK—SUMMER CAMPS

International School of Geneva, Pregny Campus
1st Session: 16th to 20th July - 09: to 16:00hr
2nd Session: 6th to 10th August - 09: to 16:00hr
3rd Session: 13th to 17th August - 09: to 16:00hr
For registration and information visit
www.allspecialkids.org/currentevents.htm

SEPTEMBER 2007

- COFFEE MORNING- Informal Get Together* 13th September - 10 - 12:00hr RSVP to gehlC@allspecialkids.org for direction and further details
- EDUCATIONAL ASSESSMENT BY DR. GAVIN REID 17th to 20th September 2007 By Appointments Only. Registration and Information, please contact info@allspecialkids.org

SPECIAL ANNOUNCEMENT

ASK - All Special Kids / BERN CHAPTER

Coming Soon in September 2007

In development

CHILDREN'S ACTIVITY CAMPS

22nd to 26th October 2007

11th to 15th February 2008

17th to 28th March 2008

For more information please contact info@allspecialkids.org