

Parents, do you want the satisfaction of discovering some new techniques that will have your child(ren) learning so fast that they themselves will be amazed? If so, then this is the book for you!

How To Help Your Child Get Better Grades Easier

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How To Help Your Child Get Better Grades Easier

Powerful Interactive Strategies
Designed To Pinpoint and Eliminate
Barriers To Your Child's
Academic Success

Selina Jackson, M.A.

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INTRODUCTION: Why is School Success Such a Problem?

In order to be successful in school, students are required to master certain skills and concepts. But for some, it's a never-ending battle just to get there. From their perspective, they wake up five days a week, too early, leave home sleepy, maybe hungry, possibly feeling irritated and grumpy just to face a multitude of tasks that seemingly have no value, no importance, and no connection with what they face daily in their personal lives.

They also have to deal with those peers who use bully tactics, magnetism, money, looks, and whatever else is available to them, to manipulate and control.

And let's not forget to mention the almighty math problems... *problems*; the name in and of itself suggests something else to avoid at all costs. (*Who needs more problems anyway?*) No wonder many students would rather turn their backs, clown around, and pretend it just isn't so.

Won't it be a relief when we find a way to help them get past the barriers to their success?

Five Levels of Commitment
1. I'll think about it. 2. I'll try. 3. I'll do what I can. 4. I'll do what's expected. 5. I'll do whatever it takes

This book, a product of Super Achievement, Inc., is a study of what works. It is based on Neuro-Linguistic Programming (NLP) and studies the way we process information through our senses, how we use language to interpret what we see, hear, smell, taste, and touch or feel.

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It also describes the specific steps we take to achieve what we want to achieve.

In the early 1970's, Richard Bandler and John Grinder, original co-developers, took the lead in cultivating this cutting-edge approach to improving our life experience. They taught people how to use total communication—verbal and non-verbal cues in order to communicate more effectively and achieve excellence faster and easier.

This book uses *multisensory* communication as a basis for assisting you in helping your child succeed. It also utilizes the findings in Brain-based Learning Research, which supports the importance of helping students to tap into and develop both of the brain's hemispheres in order to achieve optimum learning.

Studies of the brain show that to learn effectively, we need to use not only our minds, but our bodies; movement and dancing, singing and illustrating, discussing and reflecting are key to success.

Unfortunately, in most classrooms, the requirement is to sit still, be quiet, stop day dreaming, and pay attention. For the student who sees *the light* best by drawing figures and symbols, or the student that grasps what's being presented best by moving around, touching and feeling, or the verbal learner who needs to discuss ideas to understand, we have taken away their most effective modes for learning.

The manner in which we teach and are being taught has unfortunately not evolved as readily as in other areas of our lives. We no longer cook the same, drive the same, or even communicate the same. Technology has allowed us to make giant strides in improving every aspect of our daily lives in athletics, medicine, travel, and certainly communications.

However, in the most vital arena – Education – we are far behind in our efforts to match the advancements that we have made in these other areas. When you consider that communications has been one of the most widely affected industries, why are teachers communicating with students the same way they did 50 years ago? We don't know why, but we know what we can do about it.

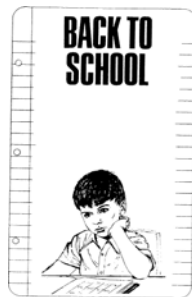
a. How This Book Works For You

This book focuses on ways to increase your awareness, management, and *acceleration* of your child's *thinking, learning, and communication (TLC) style*. There are assessments and activities that are designed to help you discover how your child learns easiest and best. Why is this important?

Research shows that in order for students to learn more effectively, instruction needs to be varied and geared to multiple styles of learning. Thomas Armstrong, Ph.D., (In Their Own Way, 2000), supports a "varied teaching repertoire." By doing this, he says, "Millions of so called learning disabled, ADHD, and underachieving youngsters would lose their disability and millions of other children would begin to realize more of their true potential."

Unfortunately, schools are *not* all doing what the research suggests. Classrooms are *not* all student-centered, and teachers are *not* all using a variety of instructional strategies. This could be why your child has lost interest and may *not* be performing academically at his or her best.

Does he look interested to you?



What if you had some powerful techniques in your box of tricks that could assist you in helping your child **learn faster, easier and more enjoyably**? Would knowing how to do that bring your goals even closer? Just think of what you could accomplish! Not to mention the needless trouble you could avoid.

The information in this book will give you a strong start. Try it for yourself and you'll be able to decide how best to use it to achieve exactly what you want to achieve and I'm sure others will notice your efforts.

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b. The Easier Process

John went to a psychiatrist and said, "Doc, I got issues. Every time I get in bed, I imagine there's somebody under it. I get under the bed and I feel there's somebody on top of it. Top, under, top, under. I feel like I'm losing it."

"Just let me work with you for two years," the doctor said. "See me three times a week, and I'll cure you."

"What's does it cost?" John asked. "\$75 a session." "I'll consider it," John replied.

John didn't see the shrink until six months later at the car wash. "Why didn't you ever come see me again?" "For \$75 bucks a visit? A bartender cured me for \$7."

"What? How'd he do that?" the doc asked.

"He told me to *cut the legs off the bed!*" -author unknown

c. Process vs. Content

Typically, especially in education, the focus has been primarily on *content* (the *what*). Students need to know *this* information and students need to know *that* standard. The problem is much of the content that we're presenting, many students just aren't getting. They are having a difficult time hearing what we are saying; they're just not seeing the whole picture. It's not that they can't learn what is required; it's that many just don't know how. When they lack the "know how" of the "process" of learning, they're fooled into thinking that spelling is hard, reading is difficult, and math is pretty much impossible. Imagine what could happen when students develop a "how-to" system, a process for learning that will enable them to learn anything faster, easier and more enjoyably. This book will help you show them how, but in a compellingly creative and educational way.

TLC Tips:

- ❑ provide hints on how to *apply the concept to your child*.
- ❑ are designed to help your child strengthen the use of all learning modalities.
- ❑ give you insight and experience into helping your child succeed faster, easier, and more enjoyably.

Picture this: your child becomes even more responsible for his or her own behavior and education. Is this something from which you can benefit? What problems will you avoid when your child is more responsible? Well, the pages in this book are designed to help. Haven't you waited long enough to get what you want?

1. What's The Meaning Of This?

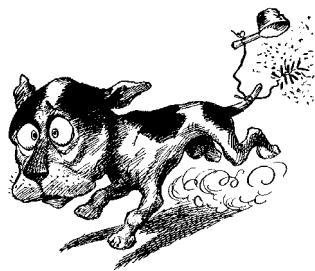
Have you ever walked away from a conversation wondering, "What in the world *was* she talking about?" Or, after a somewhat heated dialogue with your mate, feeling like, "He just *doesn't* understand..." Maybe you've clashed with your teen and countered, "I *wish* you would try and see it from my perspective."

Most of us have, at one time or another experienced misunderstandings and conflicts at our jobs and in our relationships. Did you know that most of those little unnerving, stressful scenarios can be avoided when we understand and utilize the secrets behind a few simple principles?

1. We experience the world through our senses.
2. We experience the world differently.
3. Meaning is in people and not in words.

Dr. K.S. Wiggins, Social Psychologist says, "90% of all conflict stems from a problem with definitions". Consider the implications of that.

"An anecdote is a tale," the teacher explains.
"Now, Maria use it in a sentence."
"I tied a tin cup to the dog's *anecdote*."



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a. Why Your Child Might Not Be Performing At His/Her Best

A person uses his senses to take in, process, and give out information. Three of the five senses, eyes (visual), ears, (auditory), and the sense of touch, or feeling (kinesthetic), we use, primarily to perceive, store, and retrieve data helpful to us in our relationships and professional lives.

Even though we use all three, we may process information better and more quickly in one of the senses. That would be considered the “dominant processing modality.” This modality (sense) through which we think, learn, and communicate most frequently is referred to as our TLC style. We tend to interpret data and perceive the world around us according to our unique style.

Did you know that your child’s TLC style could be the reason why your child isn’t performing at his/her best? By uncovering, and eliminating the subconscious issues and mixed messages that could prevent your child from operating at peak efficiency, you can *achieve* more, faster and easier, have *greater creativity*, *more energy*, and *eliminate headaches* no matter what the task. You know this will benefit you immediately!

2. TLC Styles – What’s Your Child’s?

a. How Your Child Thinks, Learns, and Communicates

As babies, we learn very rapidly though the use all of our senses. As we grow older, we continue to experience and learn about the world around us through our senses. But, usually over time a preference for one sensory system develops and tends to dominate.

If a person has a predominately **visual** style or preference he/she uses more of the visual strategies (pictures and images) for processing information. Those who learn or remember best what they hear or discuss, prefer an **auditory** style of processing information. The **kinesthetic** style describes those students who prefer to touch and feel in order to process information. Often, in the classroom, they are the ones who get up fifteen times to sharpen their *ink pens!*

Q & A: *Ink pens? Do we now have ink pens that you can sharpen?*

I haven’t heard of any. But see, that’s the whole point. Since Kinesthetics *have* to move, touch, and feel in order to process information, if they are not given the opportunity to do so, they’ll *create* their own reasons to move.

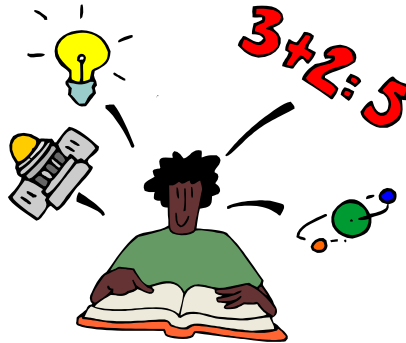
They’ll ask to go to the bathroom over and over, and touch people and things on the way. They’ll break the lead on their pencil countless numbers of times just so they can get up and move. They seem to specialize in mixing movement with entertainment too.

They can cover the distance of the entire room within a few moments. They’ll touch bases with almost everyone, and will invite themselves into your space. And when all else fails, they will invariably get themselves “kicked-out”... and we all know what happens next.

What if there was some way you could go into the busy mind of that child and discover just what makes him/her tick? Do you think that would make it easier to get him/her to do what you want?

Certainly! When you recognize and utilize your child’s dominant TLC style, it will open the door to unlimited possibilities and show you the right way to get there.

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"I did it my way..." the singer croons feelings of pride, satisfaction, and accomplishment. When students use their own built-in tools and strategies to meet academic challenges successfully, we all win. Well, now it makes even more **sense** to get a grasp on how your child's mind learns best.

b. Reading Your Child's Mind

What if you really could read your child's mind? Imagine what insight you could gain, and how much easier it would be for you to get whatever it is that you really want...Think it's possible? Well, before you toss the possibility aside, consider this:

One of the easiest ways to **tell** how a person thinks is to **listen** to the "predicates" or sensory specific words that a person is using. For example, a person thinking in pictures and images (visual) will use phrases like, "Oh, I **see**. Can you **show** me? Or, I now have a **clear picture** of what to do." A person who's thought pattern is auditory will say things like, "I **hear** you. Things are starting to **click**. Are you **listening**, etc? The person operating from a kinesthetic standpoint, says things like...I've **got** it! **Give** me a minute, will you? I have finally **grasped** this concept.

The bold, italicized words above indicate which of the five senses are being used to process, or communicate information at that particular time. These words are "**sensory-specific**." We use these and others in

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our thinking, learning, and communicating (TLC).

When it seems that someone doesn't understand what we say, we tend to feel annoyed, upset, and frustrated. Students who don't perceive clearly what we are teaching them experience those same kinds of feelings and more. Using words that match our students' internal processing system, their TLC style, will help us avoid needless stress and give us the advantage.

Did you know that by recognizing how another person processes information and by *matching* their TLC style, you can:

1. *Increase the attention* that they pay to you?
2. Decrease time used for trying to *get them to understand*?
3. Use words that *change minds and behavior*?

That means you can now save more of your energy for doing the things that you enjoy. *Now who doesn't want to do that?*

Sensory Specific Language Chart

Visual	Auditory	Kinesthetic
I can see what it is. The <i>picture</i> is <i>clear</i> . Show me the money. Look at it from this <i>view</i> . Visualize... We're <i>seeing eye-to-eye</i> .	I <i>hear</i> you. You're not <i>listening</i> . Money <i>talks</i> .. It's starting to <i>click</i> . This <i>sounds</i> good. We're in <i>tune</i> .	I don't <i>get</i> it. Stay in <i>touch</i> . Give me the money. I <i>got a handle</i> on... I <i>feel</i> that we're... That's <i>cool</i> .

Question:

1. If you were to guess which is yours and your child(ren)'s dominate TLC style, which would you choose? Hint: Which words do you/they typically use?

Activity – (You'll need paper and pencil)

1. Interview your child(ren). Ask the following questions.
 - a. *What do you (or don't you) like about the place where you live?*
 - b. *What makes you happy?*
 - c. *Describe the ideal vacation.*
2. Get three answers and list them **exactly** the way they say them.
3. Go back and read their answers to discover which TLC style words dominate?
 - If your child uses the words in the "**visual**" box, he or she is thinking in pictures.
 - If (s)he uses "hearing" (**auditory**) words, then (s)he is thinking in words.
 - The child who uses "feeling" or action words (**kinesthetic**), has to move*, touch, or feel in order to think.

*If your child's teacher is unaware of this important fact, this can cause you and your child a whole lot of needless problems. However, if your child's classroom is student-centered and a variety of teaching and learning strategies are present, it increases your child's chances of success.

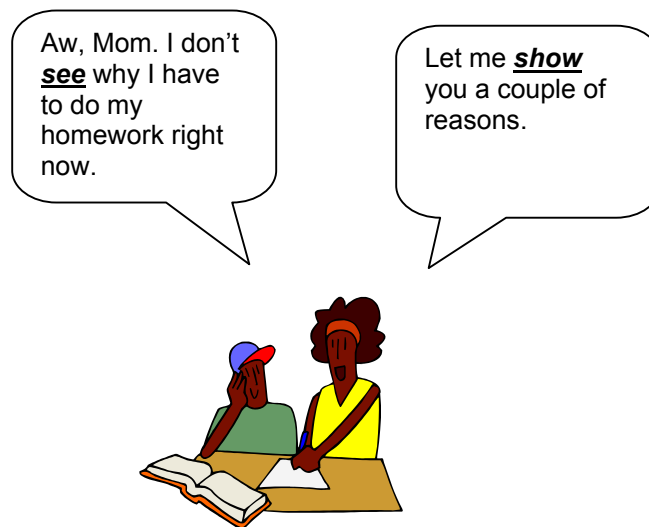
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TLC Tip:

When disciplining your child, *match your language* to his/her TLC style.

If your visual child says, “I don’t **see** why I have to...” and you counter with, “Because I **said** so.” Did you match her style? No. Therefore, you may be in for a rude awakening (and we know how *alarming* those can be).

A more effective way is to **match the sensory language** that your child is using. This way they listen and follow your directions easier and more enjoyably.



Visuals:

- They will be convinced when they can see how doing it will benefit them.
- Paint a *clear picture* in your child’s mind of the benefits as well as the consequences of certain behaviors.
- *Show* them how to do it successfully.

Then, you’ll both see eye-to-eye and avoid any unnecessary stress. The TLC Style Behavioral Chart (*page 9*) shows specific *behaviors* of each style. Read it and instantly realize why using old, burned-out methods of instruction has now outlived its usefulness and effectiveness and there is no longer any need to do it.

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At the Movies

Sensory-Specific Language is in our everyday life, even the music and movies we enjoy! Place a check in the TLC category where each movie title fits. Identify the clue word(s). The first one has been done for you.

Movie	V	A	K	Clue Word(s)
1. Dodgeball			√	Dodge
2. Freedom Song				
3. Crazy Beautiful				
4. Look Who's Talking				
5. The Sound of Music				
6. Fear and Loathing in Las Vegas				
7. The Untouchables				
8. Beauty and the Beast				
9. Pitch Black				
10. Scream II				

Answers: 2. Song -A 3. Beautiful -V 4. Look-V, Talking-A 5. Sound-A, Music-A
 6. Fear-K, Loathing-K 7. Untouchables-K 8. Beauty-V 9. Black-V
 10. Scream-A

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C. TLC Style Behavioral Chart
(What Your Child's Behavior Means)

	KINESTHETIC	AUDITORY	VISUAL
Learns by:	doing, hands-on experiences.	hearing, lectures with discussion.	seeing, looking at demonstrations.
When inactive:	finds reasons to move.	hums, talks to self, drum on table,	stares, draws, watches something.
Tends to remember:	what was done, how they felt.	verbalizations, names, rote memorization.	what was seen, faces, sight words.
Likes/needs:	action, movement, wiggling, space.	music, debating, plays, clever dialogue.	movies, reading, staring into space, doodling.
Distorted by:	not being able to finish something or if they can't move.	sounds, noise.	visual disorder.
Shows emotions:	in body movement, muscle tone.	in tone and pitch of voice.	in facial expressions.
Posture/movement:	movement is random , move before looking.	movement is rhythmic, bouncy.	eyes move first, still body and head, look before moving.
When pressured or stressed:	moves	talks	freezes
Relaxes by:	moving or being still.	being quiet, listening to something they like.	closing eyes, looking at something they like.
The way their mind works:	doesn't like to plan, makes piles, looks down or away to think, gestures when speaking.	talks through things, spells phonetically, sub-vocalizes, enjoys hearing own voice.	likes to plan, things organized, files cabinets may even be color coded, makes lists.

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TLC Tip:

Before speaking, get your Kinesthetic child's attention by moving in close (to his or her side) and/or putting your hand gently on his/her shoulder.

Since "K's" are more affected by movement and touch, often they don't "get it" when you talk to them from across the room. Using proximity (closeness and position) to get their attention before you give them directions works faster.

Also, give them one or two directions at a time. It's easier. Have them pace or gesture while they tell you in their own words what they are to do. Then have them imagine themselves doing it. This will help them process the information easier.



Kinesthetics:

- Need to *get* a picture in their imaginations, to visualize themselves doing something successfully.
- Need help to *grasp* the benefits they will get and the problems they will avoid by completing the task.
- Need for you to model for them and then have them model for you how to do it correctly.

Then they will finally grasp what you *really* mean when you say, "Clean up your room."

Parents, do you want the satisfaction of discovering some new techniques that will have your child(ren) learning so fast that they themselves will be amazed? If so, then this is the book for you!

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