

# **QUICK START KIT**



**TO CORRECTING  
LEARNING PROBLEMS**

**LEARNING LINK  
TECHNOLOGIES**  
[www.learning-aids.com](http://www.learning-aids.com)

## HOW I CORRECT LEARNING PROBLEMS:

The first thing that takes place when I start working with a struggling student is to give an assessment. I don't mean an academic assessment that gives grade level equivalencies. I am talking about an assessment that lets me know what is going on in this child's brain and processing center. I have many instruments that I use that give me an exact reading of each specific area I am testing. I test the eyes in depth, as 80% of what we take in is through the eyes. And, to be honest, this is the area where I usually see the most need for improvement. I check the balance of the eye muscles, tracking skills, fusion, acuity, and whether both eyes are working together as a team. I also check for visual recall and memory, which is also an area where I see students are weak overall. Then, I do an eye/hand coordination screening as well as a reversals check (an indication of dyslexia). Finally, I do an auditory check. I then write an individual plan for the student according to his specific needs.

Well, you may be asking, "How can I do this at home? I don't have these instruments and tests." Well, I've included a basic checklist with your Quick Start Kit. I recommend a more thorough screening tool that will give you more detailed information on specific sensory processing weaknesses. You can find this screening tool at [www.learning-aids.com](http://www.learning-aids.com).

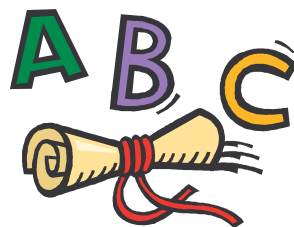


Once the diagnosis is complete, the real work starts. I use a 60 minute session with my students, but that amount of time is not necessary to get results. I spend the first twenty minutes of the session doing brain exercises that help the left and the right hemispheres of the brain work together. This brain balancing is important for optimal learning. The brain is actually "retrained" to work efficiently. New neural pathways are created and restructure the processing of all three avenues of learning: visual, auditory, and kinesthetic. These exercises also prime the brain for the learning that is about to take place in the next portion of the session. The Whole

Brain Integration is a crucial component of correcting learning problems. All of the brain exercises will come with the Complete Learning Program.



Next, I will spend twenty minutes with the student working on sensory specific learning. I have my test results that tell me what areas the student needs help with. Usually it works out that the student needs visual training, so I treat any areas of eye weakness that the student needs. At this point I often hear the parent tell me, "But I just had his eyes checked, and he doesn't need glasses." Well, the eye muscles, balance and alignment of the eyes, fusion skills, and depth perception have nothing to do with needing glasses and everything to do with needing to strengthen the student's visual system through eye exercises. Simple, fun eye exercises make a huge difference in the outcome of the student's learning experience and success. If a student needs eye/hand coordination activities, I will work on these next. I find that a lot of students are very intelligent but are still struggling in school because they cannot keep up with the writing and fine motor skills that are required throughout a school day. Finally, if a student needs work with auditory skills, I will have him do auditory exercises. I generally see less need for this than the other two areas, but it is still an important area. (Do you see how all three modalities of learning are addressed?)



The final twenty minutes of the session is spent on academic weaknesses. If the child needs help in math, I will address these

needs. I often will teach multiplication facts, which many children fail to master, causing a breakdown in higher levels of math. I designed a unique tool to help children master their multiplication facts. I usually spend a lot of time on reading skills, too. That is why I designed a reading program that uses all of the three modalities of learning to teach the basic sounds. I have had huge success with this program combined with the above mentioned methods. For more information on this program, go to [www.learning-aids.com](http://www.learning-aids.com).

In the Quick Start Kit, I have included an exercise in each of these areas as well as a brain exercise. Keep in mind that I use all of the activities in my programs to actually correct a learning problem. The activities in the Quick Start Kit will do that – they will give you a quick start, but keep in mind that this is not intended as a complete program. It is just a sampling of some of the activities that are available and will get you started in the right direction. A good way to know which area your child needs the most work in is to find out which exercise he likes the least. That is usually the area he needs the most help with. The Sensory Processing Program has numerous activities in all three areas of learning as well as the checklists necessary to diagnose each of these areas.

At Learning Link Technologies, I have made it my personal mission to help as many children as possible overcome learning problems. I truly believe that **every child can be a star**. It just takes a step in the right direction.



I hope that these tips and activities will help you and that the Quick Start Kit will get you going in the right direction. If you have any questions, feel free to contact me at (209)772-9523. Or my email address is [lisa@learning-aids.com](mailto:lisa@learning-aids.com).

## MAGIC EIGHTS

1. Have the student sit at a desk or table, sitting up straight.
2. Spray some shaving cream on the table or use a white board, chalk board, or large piece of paper. The student can use a marker or chalk if not using shaving cream.
3. The student is to make large lazy eights (the infinity sign) on the surface. The eights should be about shoulder width.



4. The student is to not use the hand he is not writing with.
5. The student makes three complete lazy eights with his dominant hand, starting with an upward motion. Then, he looks at the chart and places the first letter or number on the indicated side.
6. The student then makes three more eights and places the next letter or number on the appropriate side. This continues until all of the letters or numbers are completed.
7. There are five charts to choose from. The manuscript charts are for students who do not know cursive. The cursive charts are for older students who know cursive. Cursive is recommended for older students, as it flows with ideas and helps with reversal issues. The number chart is for students with math difficulties.
8. This activity is to be done quickly and can be done sloppily.
9. It is beneficial to have the student say the letter or number aloud as he makes the lazy eight circuit.



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

## VISUAL CHECKLIST

1. Do letters reverse when you read or write?
2. Do you have trouble spelling short words?
3. Is it difficult for you to stay on the same line when reading?
4. Do your eyes water?
5. Do words ever wiggle?
6. Does your head move back and forth when you read?
7. Do you skip words when you read?
8. Do you have headaches and/or neck aches?

## AUDITORY CHECKLIST

1. Do you have trouble following directions?
2. Do you have to look at the person you are talking to in order to understand what is being said?
3. Do you have a difficult time following oral directions?
4. Is it difficult for you to alphabetize words?
5. Are you easily confused?
6. Do you have problems with mental math?
7. Are you missing out on hearing a silent voice in your mind when you read silently?

## KINESTHETIC CHECKLIST

1. Are all of your letters the same size when you write?
2. Is it difficult for you to stay on one line when you write?
3. Do your words ever run together when you write?
4. Is your writing extra large or extra small?
5. Is it difficult for you to line up your math problems?
6. Is it difficult for you to copy off of the board at school?
7. Is it difficult for you to copy from a book to paper?
8. Do you have a difficult time with throwing and catching a ball?

\*The more yes answers you have for the student, the more indication there is that this learning system is in distress.

## STAR EYE TRACKING

1. Put the patch on the child's left eye.
2. Have the child stand directly in front of you.
3. Hold up the eye stick, approximately 15 inches away from the child.
4. The child is to follow the star on the eye stick as you slowly move the stick from side-to-side, up and down, diagonally, and circularly.

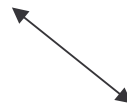
Side to Side



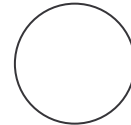
Up and Down



Diagonally



Circularly



5. Now switch the patch to the right eye and repeat the procedure.
6. Be sure that the child holds his head still while performing this procedure.

### Eye Stick

Cut out the eye stick and hold it up vertically. You may need to reinforce it by taping it to cardboard, a large tongue depressor, or cover with packing tape or clear contact paper.





## MISSING LETTERS

Directions:

1. Read each sentence out loud to the student.
2. Have him/her tell you the missing sound.

- The old man was very \_\_oor and had no money. (p)
- I want a drink of \_\_ilk to go with my cookies. (m)
- The \_\_lack horse was lost and was hard to see at night. (b)
- I saw the fil \_\_ at my friend's house. (m)
- There was a \_\_ire in our town, but nothing was damaged. (f)
- This sou\_\_ is too hot to eat. (p)
- The bird \_\_lew out the window. (f)
- My sister ate the bee\_\_ stew. (f)
- That dog was lost in the \_\_ain and got all wet. (r)
- Please sto\_\_ banging on the door. (p)

## SENTENCE MISTAKES

Directions:

1. Read each sentence out loud to the student.
2. Have the student identify and correct the error.

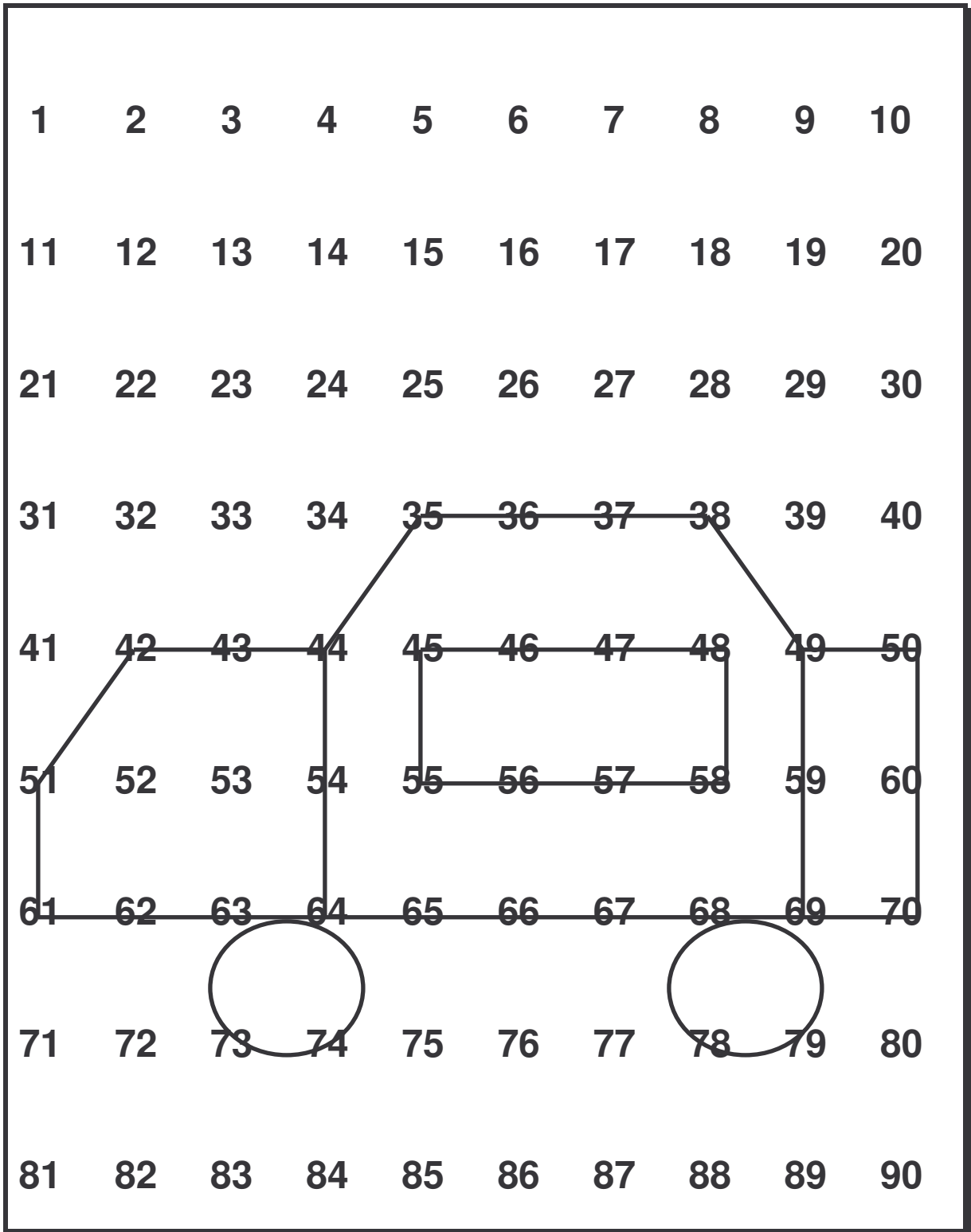
- The book sat down and read a magazine.
- The hotdog ate the huge hamburger.
- The banana smiled at the monkey.
- The girl barked at the cat.
- My sister meowed at the boy.
- The green boy was always telling jokes.
- The blue dog was barking at us.
- My mom galloped around the pasture.
- My notebook took me to the mall.
- One desk I will be able to play outside again.

## DIRECTIONS FOR CAR

Have the student draw a line from:

1. 42 to 51
2. 68 to 69
3. 46 to 47
4. 50 to 60
5. 64 to 63
6. 45 to 55
7. 49 to 50
8. 51 to 61
9. 65 to 66
10. 58 to 57
11. 49 to 59
12. 42 to 43
13. 36 to 37
14. 38 to 49
15. 68 to 67
16. 61 to 62
17. 56 to 57
18. 35 to 44
19. 60 to 70
20. 62 to 63
21. 48 to 58
22. 59 to 69
23. 55 to 56
24. 64 to 65
25. 35 to 36
26. 44 to 54
27. 69 to 70
28. 48 to 47
29. 66 to 67
30. 46 to 45
31. 37 to 38
32. 54 to 64
33. 43 to 44
34. Draw wheels.

CAR



## NUMBER GRID

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>

## VISUAL MEMORY

Directions: Cut out each box. Hold up a box for a few seconds. Cover the box. Have the student draw the shapes and letters on a piece of paper. Compare the original box to the one the student drew. The student should try to remember all of the shapes.

