



Dear Friends,

It is such an exciting time of the year for Applied Grammar. The new conference season is fast approaching, the penmanship program is off to a great start, and the plans for the language program for Autistic Children are coming together nicely.

It will be fun to meet you at the conventions. Please make sure to check where we will be, as this year our convention schedule has had to be reduced a bit. However, if you cannot come and see us at a convention, feel free to call and chat, e-mail or check the website.

Bob and Gail

You can find past copies of the newsletter [here](#).

We also have a [page](#) with links to articles that we find interesting.

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News & Events

Hear ye, Hear ye!

Work on the Language Lessons for Autistic children is underway. There are a lot of plans for puppets, lessons on DVD, songs for everyday vocabulary and some resource materials for non verbal children. I can't wait to pull it all together and get it out to you.

The handwriting course is underway. It will be called **Personal Penmanship** and will begin with pre-handwriting exercises for toddlers. The pre-handwriting papers have been given to the graphic designer. They will be laminated for multiple uses and activities.

We have registered for the following conventions:

Greenville, SC

Cincinnati, OH

Harrisburg, PA

Austin, TX

Edison, NJ

And we plan to be at Atlanta, GA

You might also want to [sign up for e-editing](#)

For the whole family, just **\$30.00 an hour.**

Choose [Gail](#) or [Dulci](#) as your editor.

Send us a document.

We time how long it takes us to **edit, make suggestions**, and send it back telling you how many minutes are used off of your hour.

You have **one year to use your minutes.**

Featured Article

How Can I Determine if my Child's Difficulty is with Reasoning, Memory, or Motivation?



(continued from previous newsletters)

Begin by checking into how your child is reasoning. Ask him or her to teach the concept to you, or to another student (younger sibling). This often will reveal just where the thought process breaks down. Don't interrupt- just take notes. Wait for your child to finish so that you get raw data. Then you will know where to focus your next instruction.

Another way to check reasoning is to break the thinking process down into smaller steps in a sequence. Write them down and have the student put them into the correct order. This is a good assessment tool for all multi-step processes.

If your student's performance only fails during tests, check to see if there is one type of test that is particularly problematic. Some students need to be deliberately taught how to attack

certain types of tests. For example: When matching words with definitions, read the definition first, then look for the word. It takes less time to re-read the word list than it does to re-read all of the definitions.

If a child can perform the task on the day of the initial explanation, but cannot perform successfully on the next day, it is a memory problem. To address this problem, you need to help develop memory cues, increase the number of repetitions in practice in different formats, or increase sensory stimulation by including movement, smells, tastes and rewards (as in winning a game).

You might also want to try to find ways to practice the skills in real life situations. If you are learning measurement, build something. If you are teaching writing, write an editorial and send it to a newspaper. If you are working with money, plan a party within a budget.

If you offer a reward, and a difficult task suddenly becomes easy, you know you have a motivational problem.

Next month: Motivation in Education.

Testimonial:

We started Applied Grammar and I must report, for the first time we all were wearing smiles after a lesson of grammar.

Kathy