

# OPTIONS CENTER EDUCATION HANDBOOK

## Part 2 of 4: Evaluations

- Does your student have a negative attitude toward school and learning?
- Do you spend hours at night on homework that should only take one hour?
- Is your student behind the rest of his/her class in one or more subjects?
- Does your student need help with: short attention span, low grades, listening skills, motivation, coordination, comprehension, visual processing, and/or self-esteem?
- Do you feel your student is not achieving his/her full potential?



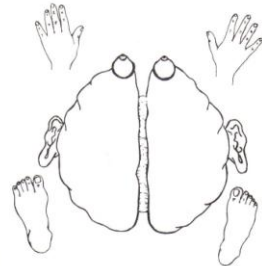


### How to Know What is the Cause:

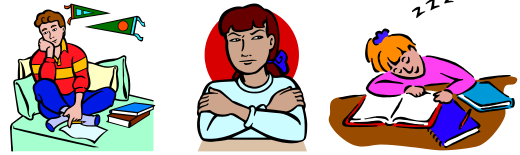
Before an educational program is begun, diagnostic tools are used to **assess the cause of your student's learning and behavioral difficulties.**

The **Initial Assessment** is a one hour basic assessment of the student's visual, auditory and motor processing.

The **Skills Assessment** is a thorough assessment. This evaluation includes academic testing, a thorough processing skills assessment, dominance profile and an attitude and behavior evaluation. Parents are also asked to fill out several questionnaires which give Helen, the evaluator more background information on the student's health, behavior and classroom processing skills.

<p>The <b>academic testing</b> includes screening for the student's grade levels in reading, math and spelling.</p>	
<p>The student's <b>skills</b> are assessed in the following areas:</p> <ul style="list-style-type: none"> <li>• Visual processing</li> <li>• Auditory processing</li> <li>• Motor/Kinesthetic processing</li> </ul>	
<p>A <b>dominance profile</b> is included.</p> <p>This profile uncovers the student's dominant brain hemisphere, eye, ear, and hand. This information can help to make better decisions about how the student learns best as well as where a student's desk in the classroom can be of best benefit for the student.</p>	

An **attitude and behavioral evaluation** is also made.



Generally, immediately after the evaluation, Helen gives an oral report of the findings. Often she also gives suggestions of what help can be given at Options, home and school.

## Understanding the Cause:

How a student learns can be called processing.

If a student knows how to learn, s/he can then more easily acquire and process specific information which allows the student to adopt new thought patterns and to fine-tune his/her brain for maximum performance.

A student can process information in primarily three ways by taking it in through the eyes [visual], ears [auditory], and hands [motor/kinesthetic]. Some students are pre-dominantly visual, auditory, or kinesthetic learners and this can affect their performance in school.



**Visual Processing** involves focusing, tracking (for reading and writing), and hand-eye coordination.

A 20/20 sight test, tells a student's ability to see letters 20 feet away. Sight, however, is only one of many skills required to process the information received visually -- some students have 20/20 eyesight and still have problems with their vision. Problems range from difficulties with focusing, eye coordination, depth perception, and eye muscle action.

Good vision skills give students the ability to understand and process what they see. Learning takes place when both eyes work together efficiently, and combine this with the information received through other senses such as hearing, touching, and moving. Thus, the eyes, brain, and body work together as a team. These skills, once thought to be genetic, are learned and change throughout our entire lives.

Vision problems that cannot be corrected with lenses are usually easy to correct with Brain Gym® exercises that emphasize visual processing. These exercises can eliminate problems at an early age, therefore making the difference between failure and success in school.

Options' visual processing program increases focusing, tracking and hand-eye coordination.

Tracking is the ability to move eyes smoothly on a line in a horizontal plane. This is a skill needed for reading and writing.

Frequently mineral imbalances [particularly copper and zinc] can cause visual processing problems. This is one of the reasons that a hair analysis is recommended. Hair analysis is one of Options' services.

## Does your student have these characteristics?

\_\_\_\_\_ Have problems reading?

\_\_\_\_\_ Omits words, phrases, lines, reread?

\_\_\_\_\_ Loses place while reading?

\_\_\_\_\_ Limited comprehension?

\_\_\_\_\_ Yawns, rubs eyes; watery, teary, red eyes?

\_\_\_\_\_ Eyes itch, hurt, burn?

\_\_\_\_\_ Gets headaches when reading?

\_\_\_\_\_ Reads more slowly than others?

\_\_\_\_\_ Reverses letters like "b" and "d" more often than his classmates. Sometimes reads words backwards: "saw" for "was"?

\_\_\_\_\_ Blinks or squints, turns head or body, rotates book or paper when reading?

\_\_\_\_\_ Can't stay in visual midline [will shift materials to the right and left and even to the upper and extreme lower visual fields]?

\_\_\_\_\_ Easily distracted?

\_\_\_\_\_ Finds it harder to read the longer he reads?

\_\_\_\_\_ Uses finger or other marker?

\_\_\_\_\_ Reads with face close to the page?

\_\_\_\_\_ Not really good at sports or does not enjoy them?

Source: Milliren, Al. (Spring, 1992). *Enabled Learner*. Charleston, South Carolina: Learning Associates.

## These following stories include students who had visual processing problems and what they did for solutions:

<b>Title</b>	<b>Age</b>
<a href="#"><u>Physical Activity Key to Children's Learning to Read</u></a>	<b>Kindergarten &amp; 11 years old</b>
<a href="#"><u>Visual &amp; Auditory Problems from a Mother's View</u></a>	<b>Second grade</b>
<a href="#"><u>Area Student Learns Cool Moves to Improve his Concentration &amp; Comprehension!!</u></a>	<b>13 years old</b>
<a href="#"><u>Student Realizes His Potential</u></a>	<b>12 years old</b>
<a href="#"><u>Students Gain Better Memory through Creativity &amp; Visualization</u></a>	<b>Grade school</b>

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**Auditory Processing** includes short & long term memory, listening & following directions, and listening comprehension.

**Does your student:**

- \_\_\_\_\_ NOT LISTEN?
- \_\_\_\_\_ Perform poorly when short term auditory memory required?
- \_\_\_\_\_ Have difficulty with discriminating between letter sounds and blending; might be identified as being "phonics deaf"?
- \_\_\_\_\_ Habitually respond to oral directions with "huh" or "what"?
- \_\_\_\_\_ Look "spacey" or "out of it", seem to lack interest or listen with eyes closed?
- \_\_\_\_\_ Get totally lost in TV, video games, etc. Seems to "daydream"?
- \_\_\_\_\_ Have difficulty processing what is said even when delivered in normal tones and volume?
- \_\_\_\_\_ Have difficulty to "sort out" background noise from specific words. Complain classroom is too noisy, even when he is contributing to noise?
- \_\_\_\_\_ Forget what he was going to do while doing it?
- \_\_\_\_\_ Give responses not related to what is being discussed?
- \_\_\_\_\_ Seem to hesitate or "lag" when responding: delay in answering?
- \_\_\_\_\_ Not remember content or stories read aloud?
- \_\_\_\_\_ Have trouble learning foreign languages, nonsense words, or words with complex sounds such as aluminum, linoleum?

The above characteristics can represent a student with Auditory Processing problems. Generally, the student has difficulty following oral directions and has only limited success with activities requiring listening.

Source: Milliren, Al. (Spring, 1992). *Enabled Learner*. Charleston, South Carolina: Learning Associates.

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**Following stories include students who had auditory processing problems and what they did for solutions:**

<b>Title</b>	<b>Age</b>
<a href="#"><u>Test Taking is Easier &amp; Less Stressful</u></a>	<b>Grade school</b>
<a href="#"><u>Watching Their Child Reach His Full Potential</u></a>	<b>Grade school</b>
<a href="#"><u>Teen Finds Alternatives to Drugs for ADD</u></a>	<b>16 years old</b>

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**Motor or Kinesthetic Processing**  
 includes fine motor coordination for handwriting  
 and gross motor coordination for being able to move and  
 think at the same time.



**Does your student:**

- \_\_\_\_\_ Have poor quality writing [illegible, poorly formed letters, slow, difficult]?
- \_\_\_\_\_ Have unusual grip on pencil?
- \_\_\_\_\_ Grip or clench pencil, crayon, etc.?
- \_\_\_\_\_ Press too hard when writing?
- \_\_\_\_\_ Frequently erase, press too hard when erasing?
- \_\_\_\_\_ Turn head, body at odd angles, rotate paper when writing?
- \_\_\_\_\_ "Chew" tongue, pencil, eraser while writing?
- \_\_\_\_\_ Not hold pencil straight [directed toward shoulder]?
- \_\_\_\_\_ Make letters all the same height?
- \_\_\_\_\_ Varies slant of letter from letter to letter or repetition of same letter?
- \_\_\_\_\_ Have difficulty to stay on line or in space?
- \_\_\_\_\_ Reverse letters and numbers; have difficulty making specific letters like "b" or "d", or numbers?
- \_\_\_\_\_ Leave inappropriate spacing between letters/numbers?
- \_\_\_\_\_ Have trouble manipulating, eraser, scissors, paste, glue, paints?
- \_\_\_\_\_ Dislike writing?

Source: Milliren, Al. (Summer, 1992). *Enabled Learner*. Charleston, South Carolina: Learning Associates.

**Following stories include students who had motor processing problems and what they did for solutions:**

<b>Title</b>	<b>Age</b>
<a href="#"><u>Coordination &amp; Handwriting Improve for Galesburg Boy</u></a>	<b>6 years old</b>
<a href="#"><u>Student Improves Vision &amp; Coordination through Options</u></a>	<b>Grade School</b>

## HOW TO IMPROVE PERFORMANCE:

**Options Center** classes are one-on-one and generally meet once a week for one hour concentrating on correcting any processing problems. At least one parent is asked to attend the classes with the student. Techniques that include visual, auditory and motor/kinesthetic processing techniques along with Brain Gym® exercises are taught. These exercises stimulate certain parts of the brain for improved reading and listening comprehension, math, spelling, and handwriting, as well as providing increased attention span and self-esteem. The Brain Gym® exercises are taught not only to the student, but also to the parent(s) so that they can reinforce the progress started at Options.



**Brain Gym® exercises**, which increase comprehension and organizational skills, get students ready to learn, and decreases test stress. **Brain Gym®** is a series of fun and simple exercises that help stimulate brain function, increase learning potential and offer a means for each person to be more receptive to new information and the learning process. Research has shown the exercises to be effective in increasing attention span and comprehension, decreasing stress, as well as helping facilitate positive attitudes and behaviors. The basic Brain Gym® exercises take **just minutes to do** and are easily learned and taught.

