

Learning

Learning at a biological level involves the 'connections' in the brain. A child is born with a starting set of connections, which assists in the traversing of the birth canal and controls basic needs like suckling and grasping. These basic 'connection structures' are associated with 'birth reflex actions'. These neural structures continue to develop and are 'reorganised' as the child matures. As the need for a particular reflex wanes, that reflex should be assimilated and cease to function giving precedence to the next set of instructions or reflexes needed for continued development.

Auditory Process

Auditory Integration Training is considered an alternative, non-pharmaceutical, non-invasive intervention designed to alleviate hearing discomfort or hypersensitivity.

- Listening sessions that help to normalize hearing and sharpen listening skills.
- Listening sessions decreasing anxiety and increasing attention to the details of life.
- Listening sessions that use the auditory neural routing to improve mid-brain function.

It has been known to accelerate progress with allied therapies such as speech, occupational therapy, movement and to resolve issues of discomfort, poor receptive language or sensory integration dysfunction.

Request for Information

Please indicate which member of your family may need assistance?

- Your Child
 Yourself
 A Parent
 other

If you checked one or more of the above then now is your opportunity. Break the failure cycle – with the necessary assistance.

Our Basic services are:

Assessment:

The purpose of assessment is to identify processes that are inefficient and ineffective.

Intervention:

The purpose of intervention is to teach efficient and effective processes where required.

Follow Up:

The purpose of follow-up is to reinforce those efficient and effective processes until they are habitual and replace the previous process.

Comments:

Name _____

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The three 'Pillars' of our system:

1. Movement Program

The two aspects of movement and co-ordination are gross motor and fine motor skill.

The gait and balance of the child when standing, walking, running and playing can give many clues to the underlying causes of specific learning difficulties. Spatial awareness, understanding directional and positional concepts such as front - back, left - right, above - below, etc., awareness of body position, the ability to catch a ball, are all important developmental skills. Many of the developmental steps needed to acquire mastery of such skills can be severely impeded by various retained primitive reflexes.

Fine motor skills may be exemplified by a child being able to pick up and hold a pencil and, applying hand-eye co-ordination, track that pencil across a surface in a controlled manner. There have been many researchers working in this area and it has long been established that upper body development plays a major part in successful fine motor work.

Some problems in hand and eye co-ordination, however, are due to retained birth reflexes, others are due to vision problems. They must all be addressed by the requisite specialist therapists.

The movement program addresses co-ordination issues, for example:, hand/eye coordination as required for using a pencil and left/right coordination as required to use a pencil sharpener.

It helps develop a sense of self in terms of body shape and size the lack of which is often the cause of 'clumsiness'. Once the structural issues have been addressed and any resulting developmental issues have been remedied, it is time to look again at the concepts which may have been poorly assimilated in the initial teaching.

2. Linear Sequential Organisation

Ours is a linear society. We organise our calendars, our schedules, even many of our languages, in a linear fashion.

The basic prerequisite that may be lacking or poorly understood is the concept of linear sequential organisation, i.e., the relationship of one object or number to those before it and those after it.

In order to function successfully in such a society, a child must have an understanding of 'Previous' and 'Next'. This is a fundamental mathematics skill and also required for the sequences of letters in a word and words in a sentence.

Any form of pattern recognition requires that the objects are understood to be a sequence. Without the concept of previous and next this is difficult to achieve.

Another example of LSO is the understanding of time.

Time is a difficult concept to teach and in a basic classroom setting it is frequently limited to instruction in how to use a clock or watch to identify the time of day. This is also how most dictionaries define it but 'Time' is much more than that.

Time lines are used in an attempt to instil an understanding of the passage of 'time' but for the child who has not yet understood linear sequence, mastering 'time' in all its senses, is an impossible task.

Basic Mathematics, Number and Pattern.

In the classroom number is first presented in concrete form, especially for the numbers 1-10. But quickly moves on to abstract representation (using 1,2,3 etc.) and children learn to count by rote.

For many children the understanding of number and the relationships between numbers and groups of objects only comes through extensive kinesthetic interaction and concrete visualisations.

3. Symbol Recognition

This is "the bones of reading and writing". It is addressed via a method which uses concrete forms and 3 dimensional visual imaging using clay modelling.

The disadvantage of the written word is that it is a two dimensional abstract concept. Many children have difficulties transferring their knowledge of the three dimensional world into a more limited two dimensional one.

This programme introduces ways of processing written information that draw on strengths in three dimensional spatial imaging.

Math concepts can be approached in the same way and clay is used extensively to promote kinesthetic learning and to support the multi sensory aspects of this programme.

When considering the reasons for learning disabilities, we must observe the whole child. Many remediation programmes seek to give the children strategies to help them to cope despite the issues with which they are struggling. Our aim, by observing the whole child, is to identify and eliminate those issues, thus allowing each child to achieve his or her full potential.

Reading is the fundamental skill of literacy. To be successful the child must recognise the sequence of letters in a word and the sequence of words in a sentence. He/she must be able to read that information from a two-dimensional abstract form as letters on the page.

Writing uses different pathways in the brain. It is a 'feedback system' where what is being written by the hand is also being read by the eye. Added to the problems of reading the child must be physically able to grip the pencil and move it appropriately to form the letter shapes. This can be affected by many physical issues. For many children a combination of issues have to be overcome in order to produce written language.