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INTERVIEW SERIES

Everything You Need To Do
If You Think Your Child
Has A Learning Disability



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Expert Interviews On Mind Body & Spirit

Dear Student,

I'm Michael Senoff, founder and CEO of HardToFindSeminars.com.

For the last five years, I've interviewed the world's best business and marketing minds.

And along the way, I've created a successful home-based publishing business all from my two-car garage.

When my first child was born, he was very sick, and it was then that I knew I had to have a business that I could operate from home.

Now, my challenge is to build the world's largest free resource for online, downloadable audio business and health related interviews.

I knew that I needed a site that contained strategies, solutions, and inside information to help you operate more efficiently.

I've learned a lot in the last five years, and today I'm going to show you the skills that you need to survive.

It is my mission, to assist those that are very busy with their careers.

And to really make my site different from every other audio content site on the web, I have decided to give you access to this information in a downloadable format.

Now, let's get going.

Michael Senoff

Michael Senoff

Founder & CEO: www.hardtofindseminars.com

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Everything You Need To Do If You Think Your Child Has A Learning Disability

We all want our kids to be perfect, so when something's not quite right, it hurts. Sometimes it can hurt so much we deny there's a problem. But, as parents, our kids need us to be their anchors and advocates. We're the ones who can detect a problem early and give them a fighting chance at overcoming it.

So in this interview with Karen Schiltz, clinical psychologist and author of *Beyond the Label: A Guide to Unlocking A Child's Educational Potential*, you'll hear the red flags to look for with your kids, the steps you should take if you suspect there's a problem, and how to take any hurt and fear you might be feeling and turn it into something positive for your child.

You'll Also Hear...

- The three things you absolutely must keep track of if you suspect your child has a problem
- A quick story (and a shocking statistic) that show why it's so important to catch reading problems early
- The one place you should go first – to rule out anything else before you jump to the learning-disability conclusion
- A simple checklist of social cues to look out for that should tell you something's wrong – and how therapists usually treat these problems
- The miracles that can happen when you build a bridge with your child's teachers – and how to do it

The longer you wait to seek help, the larger the problem usually gets. When kids become frustrated with their disabilities, they can start acting out or, worse, their self-esteem could plummet... but it doesn't have to be that way. There's a lot of help and support out there, and in this audio, you'll hear how to start finding it.

Hi this is Kris Costello and I teamed up with Michael Senoff, to bring can bring you the world best health-related interviews. So if you know anyone struggling with their weight with cancer, diabetes, ADHD, autism, heart disease or other health issues send them over to Michael Senoff's [HardToFindSeminars.com](http://www.HardToFindSeminars.com).

Kris: Today, we are talking to Dr. Karen Schiltz. Dr. Schiltz, thank you so much for joining us.

Karen: Oh! Thank you so much for having me.

Kris: You have written a really comprehensive book on basically dealing with the challenges of having a child that has educational and learning difficulties; "Beyond the Label" is what it is called, a guide to unlocking a child's educational potential and one of the things you talk about that really stands out is that early intervention with these kids is so important if a parent suspects that there are problems or a teacher suspects and I just want to ask you to start off why is early intervention so important?

Karen: Oh and that's key. That is key to helping children improve with respect to learning and thinking abilities. You know, we really want to get these kids young because it will save money over time and also children get very frustrated as they age if they have problems with thinking, reasoning, and learning; for example, children that have trouble with reading when they are about 3 to 7 years old. Children of that age, they show delay in speaking, they may have problems recalling the names of letters, problems identifying the sounds of letters. They may have difficulty understanding and words can be broken down into syllables and around kindergarten when a child is 5 1/2 to 6 years old these children who are at risk for reading problems, will have trouble decoding in other words reading very simple words, so a child's progress in kindergarten is critical and a child should be able to crack the code. Really understand sounds symbol relationship by the end of kindergarten. In fact, if the child is not naming the letters of the alphabet and I mean upper and lower case and is not aware that words come apart and letters represent those sounds and is not even decoding simple words by the end of kindergarten, those are flags that indicate that the child is at risk for a reading disorder. And it's at that time in kindergarten and first grade that we want to get in there and help these children read. We know, for example, 95% of children who are helped in kindergarten before second grade can get better and they can be at their peers reading level. After second grade, what happens is time goes on, there is more reading that's required, the children that have problems with reading will worse over time and will not get better. So it is really unfortunate when I have parents come in and they have a 16 or 17 year old teenager who has

problems reading and typically these children will just feel miserable. They are sad, they are anxious, they are frustrated, which brings on more problem, so had the parents intervened to help the child when he was in kindergarten and in grade 1, we wouldn't see that mounting anxiety and frustration. And what happens is the reading problem then is not the only problem if children get anxious and depressed and you are looking at a more intensive intervention plan and that all cost money. Meanwhile, the family goes through much frustration themselves and there can be a tug of war and parents just feeling miserable as well. So if get these kids early on, we can really help them, so the little problems do not get to be very big problems as children age.

Kris: I would think that lot of these reading and lot of these learning difficulties turn into much greater than just academic problems that you get into self-esteem and acting out, have you seen that kind of thing with the kids?

Karen: Oh! Yes absolutely. These are flags and the flag is what parents need to really pay attention to and grandparents, whoever the caretakers are with that child and teachers. A flag is a sign that something is not quite right.

Kris: Can you tell us some of those flags what the parents and teachers need to look out for, I mean are there a lot of them that we see if we are watching?

Karen: Yeah, there will not just one flag, for example, social problems. For kids that are 3 years old to 7 years old. If they have difficulty socializing with their peer group, they are gonna to be observer, I call them observers. They are going to be on the periphery of a group looking at. These are kids who prefer play alone rather than others and they tend to seek out others of the same interest as they do. These kids may have trouble going back and forth, you know, the give and take of a conversation is really important. People stay in a conversation with others as they age from 6 to 18 years old. If these kids have social problems, they will tend to have difficulty reading faces, understanding the emotions, and words that kids use. They are typically lonely, very sad, very anxious and lonely and cannot keep friends. They may initially make a friend, if that child is into what they are into, for example video games, but what will happen is they will

have difficulty sustaining that relationship and they will withdraw, they will start withdrawing from others, so it is really, really sad how these little problems can really explode into bigger issues, so we really have to be mindful of these children early on in their life. If they have problems with reasoning or achievement and emotional areas, so we can really nip it in the bud.

Kris: And what kind of things do you do or what do therapists do with kids like that where they are struggling and what kind of therapies are available?

Karen: Well, there's all types of things; what is really important is that the child receive an evaluation and there are different types of evaluation the child can go through, first though the parents are really the anchor point, I have to say. Parents really know in their gut if something is not quite right, if something is little off. Parents are always correct on that and I have to say that throughout the years, I have been doing this 25 years, and parents will say "this is really bothering me. I do not know what it is called, but it's not quite right." Well that gets my attention because they giving me flags, they are giving me the warning signs that something is a little off and there are 3 things that parents need to be mindful of before an evaluation even occur:

1. Frequency how often is their child exhibiting the behavior, for example, social problem or difficulties reading. Is it occurring in many, many different contacts and is it severe, for example, we can all have problems with attention and concentration, but it may not affect our work and play, but if a child is having trouble with attention and concentration and it is rather significant, they're the ones in elementary school. They are going to have a real problem listening to teacher in a class they don't particularly really care about. They really have problems handing in their work on time. They are going to be losing papers, their backpack is going to be a mess, they will be losing things around the home, so I am looking at the severity. The third thing is we are looking at pervasiveness and what that means is, is that behavior occurring in more than one situation, so for the child who has difficulty with planning and organizational skills and seems to be leaving a trail behind him through the day. Okay, the parents will be picking up their things, they will be reminding them and will be structuring and prompting them and so will the teacher, so that is the real problem. That's going to effect the child's learning and their ability to access the curriculum in a classroom and even show what

they know on a test. So the frequency, intensity, and pervasiveness is absolutely critical to be aware of and if those 3 conditions are met, then parents really need to pay visit to their pediatrician.

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I think that the pediatrician is the first stop. People won't generally come into see a neuropsychologist immediately unless they have heard about us from word of mouth. But even so I had a case the other week that came in and was a little 8 year old girl. The parents were talking about their concerns and they told me that their daughter had not had a physical for 2 years and I looked at and then I said, "You know, let's do that first. I would not better if you go back to the pediatrician because I want to make sure her vision is fine and her hearing is fine because it may be she can't see the board and that is why she is having attention problems." Sure enough, they went to see the doctor and she needed glasses, so that was the problem easily solved and she did not need the evaluation and it is just that this little girl could not see the board and was fiddling with things and squirming in her chair. So we have to get the basic covered first then often times medical difficulties can masquerade as problems with thinking and even if comes emotionally, so that is really important and parents will find if they open up to their pediatrician and what is really bothering them about their child, the pediatrician should help guide them in the right direction concerning what evaluation to start off with first, so I think that is really important that parents stay aware that the pediatrician is really the gateway to obtaining the right evaluation.

Kris: And then what do parents do, the ones that you have seen because you have done this like you said for a long time now, the kids the end up being successful in getting through despite these difficulties if they may have, what do those parents and teachers do that is different per se from the kids that end up getting in trouble with authorities or failing? Do you see any threads there?

Karen: That is a great question. Yes. 1. The parents, as I mentioned before, the parents are the anchor point for children. Parents have to be involved; no one else can do it. Parents are critical, absolutely critical. They have to be involved with the intervention, for example, a child who has reading problem may need to see a reading specialist and

there will be strategies that the parents need help with at school and there need to be teacher involvement. Everyone works together as a team and that is really neat when I work with kids, as far as assessment, I am only (inaudible). We're never alone, not one person can do everything, so we all work together and through our unique specialties we're really able to help the child. But I noticed when the parents are consistent with bringing their children to the intervention sessions and doing what the specialist tell them to do, these kids get better; there is no question. If the parents don't make the intervention a priority, whatever intervention the child has to be in, for example, speech language pathology, psychology, occupational therapy what have you. If the parents are not actively involved in helping the child and having the child consistently attends these appointments, the children will really have a hard time and they're not get better as quick, so parent involvement is absolutely critical. The consistency in which the child attends sessions is important as well. The second thing is parents really need to build a bridge with the school system, meaning the teachers. The teachers are really the point person for the child in elementary school and the teachers are again absolutely necessary and critical for intervention to be successful. Often times for example, if you have a child with social problems and they are having difficulty making and keeping a friend, a speech language pathologist will be one of the core interventions to help these children learn strategies to improve, but they'll also want these strategies to be generalized to the school environment such as during recess and during lunch and often times, we can have a shadow or a teacher who is willing to help the child learn these strategies and implement them in real time and that is what it make the intervention so successful, so between the teachers and the parents, we've got these children all covered and if the generalization of a strategy that they learn from their specialist. I am interested in the direct application in real life time, so it is really important all of this work together for the benefit of child.

Kris: And for making sure you find support because it is not an easy thing to help child that is struggling, I would image.

Karen: Yes, so that is another good point. We all want our children to be perfect; we want it and when something is not quite right, it hurts and mothers and fathers, I see it every day they hurt. It is very, very painful. As a matter of fact, some parents hurt so much they do not

get help and they deny that a difficulty is happening. You know, it is very sad and parents need to reach out when something is not quite right. And actually talk to other parents, talk to the teacher. The teacher will act in the child's best interest. Talk to them to get more information because what a teacher sees in a classroom can be very different to what a parent sees at home, so the classroom environment is really going to be the field that reading problems occur in first, problems with attention and concentration because it's a work environment. Home is not a work environment, except during homework time and the problems are really going to be taxed. They are really going to be hit on in the classroom, so again it is hard. This is very, very painful and there is so much pain and a loss that a parent feel. They may hear about things that they do not like to hear. It just really, really hard, but parents need the support and they are the advocate, they are the chief advocate, chief anchor point for their child, so I encourage people to seek out help for themselves, talk to their parents who understand what they are going through and there are all types of support groups I know we have California to help parents.

Kris: And Dr. Schiltz, we just want to thank you so much today for joining us. And parents, a good start is check out Beyond the Label, a guide to unlocking a child's educational potential because it really is just full of information and we barely scratched the surface today, so I hope we can have you back and really get into more depth on some of these issues like how to deal with the schools and how to support your child in a learning environment. Thank you so much for joining us again.

Karen: Oh! you are welcome. It is my pleasure.

That's the end of our interview, and I hope you've enjoyed it. For more great health related interviews go to Michael Senoff's [HardToFindSeminars.com](http://www.HardToFindSeminars.com).