



Dear Friends,

Happy New Year to all of my subscribers. I'm guessing the Christmas/ holiday glow has not quite fallen away, and you are looking at the next year's curriculum for your students. What has worked this year? What do you need for next year? There is such a vast amount of material out there, and it can be fun searching for the perfect program.

As you enjoy the search, keep in mind that teaching strategy is

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News & Events

Hear ye, Hear ye!

Work on the Language Lessons for Autistic children is underway. If you are a parent of an autistic child and want to tell me what you are looking for, just drop me an e-mail.

The handwriting course is underway. it will be called Personal Penmanship and will begin with prehandwriting exercises for toddlers.

We have registered for the following conventions:
Greenville, SC
Cincinnati, OH

where the power lies. Find the correct strategy for your child; one which you like to use, and things will move along just fine. Happy hunting!

Bob and Gail

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

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

What to Do if my Student Doesn't "Get It." (continued from previous newsletters)

Is your child understanding the vocabulary that is used to explain the concepts?

If you ask children if they understand a certain vocabulary word, they might say that they do, but that they cannot put it into words. If this is the case, then they do not understand the word fully.

Sometimes, while you are explaining something and you use

a word they do not fully understand, their flow of understanding stops at that word. As you continue to speak, they are back trying to figure out what that meant, or they may stop listening altogether. (This is typical of students with auditory processing issues.) Making certain that all vocabulary is understood is paramount for complete understanding of instruction. Make sure your student is able to stop you when he/she does not understand or gets lost in an explanation.

Here are some ways to solidify vocabulary into the long term memory.

1. Create a matching vocabulary game and have fun matching words with definitions.
2. Act out the meaning of each word.
3. As you perform a function, have your student find the word card that matches the function.
4. Ask questions like: What new word do we have to describe what we just did? What new word tells what you just did?
5. Draw pictures for each vocabulary word as memory cues.
6. Have your student use the new words as he or she tells about the new skill or information that he or she has been working on.



Testimonial:

More from Beth McAndrews

I just wanted to tell you in writing, what I've been telling you on the phone. I LOVE LOVE LOVE this program!! It has truly been a God-send for my multi-sensory learner. As I told you on the phone, up until a few months ago, I was absolutely convinced that my youngest son had some kind of learning disability. God opened my eyes and revealed to me that he just learns differently and I needed to find the right key to unlocking the door to his learning style. "Applied Grammar" has been that key!! I can't thank you enough for creating this program and making school a joy for us, instead of a daily battle!! God bless you!!