



“Helping you,
Help your family,
Help themselves.”

September Newsletter 2010

Hi All,

Welcome back to our September news!

Note from Ken:

At last Spring seems to have arrived and none too soon. Is parenting any easier in Spring? I doubt it. One of my clients has just moved in with her boyfriend and she has been one of these guilt-ridden parents who battled to stay in control and parent her kids effectively. Well, the kids are turning out to be a problem in her new relationship and as a result they are in couple's therapy. By their own admission, if there were no kids they would have a very good relationship.

This is a common scenario where couples go for therapy which obviously helps a bit, but unfortunately they are given very few, if any, effective tools on how to deal with the children. Vague suggestions such as 'you must calm down' are given which are great, but how do you calm down when your kids are pushing you to the limit. I have had other parents tell me that they were given advice such as 'ignore them' or even better, one enlightened professional suggested that the couple should give their impossible child a fright by threatening to sell them if they didn't behave.

It is with these, often desperate situations that **Parenting 911** is most effective. I have had dozens of parents writing to me after attending the workshop, very grateful that at last they have tools which they can use and when implemented has this amazing calming effect on the home. Husbands now come home to a wife that's relaxed and the kids are a pleasure and as a result they now look forward to coming home!

Parenting 911 is now in Cape Town:

Our visit to Cape Town early in August proved a great success. We were able to conduct 2 large workshops with over 100 parents in attendance respectively. We also ran a smaller more interactive workshop, which was a resounding success. Feedback was very encouraging and as a result we are returning to Cape Town from the 13th to 17th September, so if any of you would like to attend a workshop please contact our Regional Coordinator for Cape Town, **Steph Maurel** on **083 567 5572** or e-mail steph@kensway.co.za. On this note we would like to welcome Steph to our KENSWAY team. We are thrilled to have you on board Steph!

Ken Resnick
Educational Psychologist
Cell: 082 449 0335
ken@kensway.co.za

Sharlene Cassel
Educational Consultant
Cell: 083 226 1536
sharlene@kensway.co.za

Interesting News article:

A few weeks ago there was an interesting article in the Sunday Times written by Subashni Naidoo and titled ‘**Gifted kids get bad rap in schools**’. She notes that as many as half of South Africa’s gifted children are being incorrectly diagnosed and treated for serious behavioural and emotional disorders. We reproduce for you the full article:

‘Experts say inadequate teacher training to identify special abilities and talent among SA’s bright sparks is seeing such children labelled with conditions such as Attention-Deficit Hyperactivity Disorder (ADHD), autism and bipolar disorder.

Now a concerned group of Western Cape educators, with the help of the National Association for Gifted and Talented Children in South Africa (NAGTCSA) is planning to conduct a forum for school principals later this year. It is aimed at creating opportunities for discussion on ways to meet the needs for gifted children.

“There is an enormous need to inform educators about giftedness as these children are essentially not catered for in schools,” said the association’s president Professor Shirley Kokot. She said giftedness was often misdiagnosed or overlooked because the characteristics were similar to that of the listed criteria for ADHD.

“It is possible that these ‘symptoms’ are caused by being under stimulated or misunderstood in an educational environment. A child who is frustrated by too much repetition of material, having to relearn subject matter that has already been mastered ... May often demonstrate negative emotions,” said Kokot.

A Johannesburg private school for the gifted, Radford House, has seen more than half of its pupils misdiagnosed with ADHD. Said owner, Philip Kokot: “In my experience, at least seven out of 10 gifted children have been labelled with having the condition ADHD.”

He said teachers were even quick to recommend medication. “Teachers believe that a gifted child is a straight A student who answers every question. But more often are not; most have underlying issues and giftedness needs to be discovered.”

Durban mother of four Louise Dunford was forced to medicate her daughter Jemma, 9, with the drug Risperdal after she was diagnosed with Asperger’s Syndrome, a neurological disorder. “I’ve been through the mill trying desperately to seek help for my daughter, until we discovered she was intellectually gifted with an IQ of 140. We stopped the drugs, moved her to a school that nurtured her talent and now she’s thriving,” said Dunford.’

From my experience it’s not only gifted learners that are misdiagnosed. I have been collecting data from parents who volunteered as subjects for my doctorate. All parents who participated had previously had their child diagnosed with some or other disorder, from ADHD too ODD (Oppositional Defiance Disorder). After being given and shown practical and innovative parenting skills there were marked improvements in almost all cases. I am convinced that when parents are given the skills to help them parent effectively; there is an improvement in all areas of their child’s behaviour. From the learners with barriers to learning right through to learners with behavioural problems.



“Helping you,
Help your family,
Help themselves.”

GOOD NEWS

The **Parenting 911** manual is now available as an e-file at a special introductory offer of R65.

Learn how to:

- Eliminate sibling rivalry almost overnight.
- Allow children to make choices and take responsibility for bad choices
- Calm down and regain your authority
- Stay consistent and credible
- Parent ADHD children more effectively
- Avoid embarrassing moments when you take the kids out.
- Get your children sleeping in their own beds.
- Parent on the same page as your spouse
- Resolve almost all other problems you're experiencing with your kids.

If you apply for a manual before 6th September you will be entitled to a R10 discount.

The manual together with an introductory letter will be e-mailed to you on proof of payment.

Banking details: Standard Bank; Bramley; Code 004005; A/c #: 001779575.Ref. Your name

Ken Resnick
Educational Psychologist
Cell: 082 449 0335
ken@kensway.co.za

Sharlene Cassel
Educational Consultant
Cell: 083 226 1536
sharlene@kensway.co.za



“Helping you,
Help your family,
Help themselves.”

Literacy and Numeracy Programs:

At **Kensway** we offer children of all ages the opportunity to work on our technology based programs. Both our programs assist students achieve the academic results they actually can achieve. All sessions are supervised on an individual basis.

CAMI MATHS:

Many students have gaps in their maths curriculum, this compromises their development. CAMI Education has been the front runner in Computer Aided Maths Instruction since 1984. It is the fastest maths system in the world, enabling students to do more sums per minute than any other system. Results are provided quickly and accurately. Children who progress quickly are, or become, eager, self-motivated learners.

Benefits of CAMI

- Learners can visit and re-visit concepts not yet fully understood. This gives them the opportunity to master and retain the knowledge needed to further their mathematical learning.
- The Autopilot feature intelligently adapts the exercise content and difficulty according to the student's performance. This ensures that students are given calculations which are challenging yet manageable.
- Learners progress at their own pace.
- Students are able to reinforce and test their own understanding while increasing their speed and accuracy in problem solving.
- Assessments are grade-defined.

READING STRATEGIES:

Thanks to the now defunct OBE we are rapidly becoming a nation of illiterates. We tend to assume that, armed with a Grade 12 certificate or matriculation, a jobseeker or student entering tertiary education has been prepared by our school system in a way that will allow him/her to access the levels of knowledge and competency required. This is not so. Assessments of students entering some of Gauteng's technikons show that up to 82% are functionally illiterate. In real life, what does functionally illiterate mean? Well, a person who is functionally literate will be able to:

- Read and make sense of a newspaper.
- Order off a restaurant menu, and
- Complete the forms in a bank, post office, or a credit application

In other words they will be able to cope with the demands of daily living and the workplace.

Ken Resnick
Educational Psychologist
Cell: 082 449 0335
ken@kensway.co.za

Sharlene Cassel
Educational Consultant
Cell: 083 226 1536
sharlene@kensway.co.za



“Helping you,
Help your family,
Help themselves.”

So what are the implications for employers and educators faced with applicants who cannot read or write at the levels of competency needed to be trained on the job or educated further? From figures that are been thrown about there up to 80% drop-out rate in tertiary education's first year student body. 80% correlates closely with the number of functionally illiterate students who were assessed as far back as 2000.

The obvious route to improve this situation is to build vocabulary and engender a love of reading in our learners. By throwing books at them and photocopying reams of reading material is a waste of resources and time, and is just exacerbating the problem. A learner who won't read is likely to be intimidated by an avalanche of reading matter. Added distractions like television, videos, and computer games plus the disappearance of parents reading to their offspring, all add up to a culture of non-reading. That readers are achievers is generally accepted, but not apparently by most of our educators.

A while ago, the CSIR/HSRC examined sixteen reading systems that were available on the South African market. The EDL/Steck-Vaughn system was adjudged the best.

READING 911

Reading 911 employs the EDL/Steck-Vaughn system with amazing results. The values instilled in the **Parenting 911** approach are also used to encourage learners to try their best with the minimum of help. In other words 'If they can they must'. Once learners realise that reading is a skill and that they're not stupid or helpless their self-esteem improves. As part of the program parents are shown the skills needed in order to encourage their children want to read.

The same approach is used in our Maths program with good effect. Learners are not kept for years and years. The moment that they have reached their grade level they are encouraged to cope and take challenges on their own.

What makes our Reading and Maths programs so different from other programs is that learners are given minimal help and as they realise that they do have ability they become more motivated.

Ken Resnick
Educational Psychologist
Cell: 082 449 0335
ken@kensway.co.za

Sharlene Cassel
Educational Consultant
Cell: 083 226 1536
sharlene@kensway.co.za



“Helping you,
Help your family,
Help themselves.”

In conclusion:

At Kensway we offer you and your children the opportunity to practically and easily face any of your challenges. Be it academically, emotionally or from a parenting perspective.

If you're a parent that is pulling your hair out and been through the loop of assessments with little improvement in your child's performance and your stress levels, why don't you consider attending one of our **Parenting 911** workshops. The dates for our September workshops are all available further on.

For any further information don't hesitate to contact us.

Kind Regards

KEN & SHARLENE

The Kensway Team

Ken Resnick
Educational Psychologist
Cell: 082 449 0335
ken@kensway.co.za

Sharlene Cassel
Educational Consultant
Cell: 083 226 1536
sharlene@kensway.co.za

WORKSHOP DATES TO DIARISE IN JHB:

Sunday Workshops (09h00-12h00)

- 1st session: 5th September
- 2nd session: 12th and 19th September

Wednesday Workshops (18h30-21h30)

- 1st session: 1st September
- 2nd session: 8th September

WORKSHOP DATES TO DIARISE IN CAPE TOWN

Evening workshops (18:30 – 21:30)

- 1ST Session: 13th September
Small group workshop(max 6 couples)
- 1st Session: 14th September
Large group presentation at School
- 1st Session: 15th September
Small group workshop(max 6 couples)
- 2nd Session: 16th September
Follow up workshop for SACS & WYNBERG Parents