

A photograph of a person's foot in a sneaker stepping on autumn leaves in a forest. The background is a blurred forest with trees and sunlight filtering through. The text is overlaid on a dark horizontal band across the middle of the image.

November Newsletter

Strategies for Learning

What is your Favorite Late-night Snack?

Wednesday, 12/6
all day at SFL

- 1 Bring your favorite snack to share (potluck style).
- 2 Share your recipe in our Food Journal for others to recreate.
- 3 Bon appetit!

here are some examples
of our team's favorites:



Palak enjoys Breyer's
Mint Chocolate Chip Ice
Cream



Carolyn enjoys pretzels
and hot chocolate



Rob likes toast with
peanut butter



Stella likes plain Greek
yogurt with raw honey
and blueberries

SFL'S Holiday DONATION DRIVE FOR



UCSF Benioff Children's
Hospital



NOV 8- DEC 22

DROP-OFF BIN AT STRATEGIES FOR LEARNING
3645 GRAND AVE, SUITE 202, OAKLAND

new items only
SUGGESTED ITEMS

*your
thoughtful and generous
donations are greatly
appreciated!*

- BOOKS TODDLERS TO TEENS
- TOYS LEGO SETS, PLAYDOUGH, CARD & BOARD GAMES
- ARTS & CRAFT SUPPLIES COLORED PENCILS, COLORING BOOKS SCULPTING CLAY
- GIFT CARDS AMAZON, TARGET, MICHAEL'S, ITUNES
- OTHERS EARBUDS, SOCKS, FLIP-FLOPS, TOILETRIES

 Strategies for Learning  510-900-3121  info@strategiesforlearning.com

MEET OUR SFL FAMILY
-clinicians answer three important questions-

Maria Howard

question 1

Share a personal fact no one would ever guess about you.

I can twirl baton!

question 2

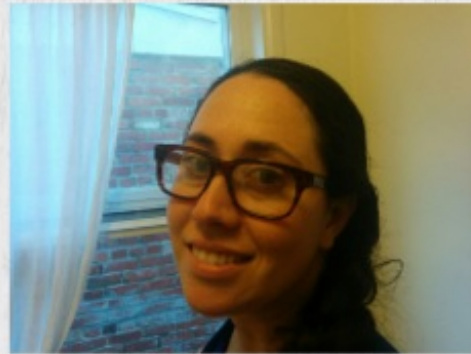
Who is your hero, and why?

Supreme Court Justice Ruth Bader Ginsburg is an amazing, brilliant judge and writer. She's also very funny :)

question 3

If you could recommend a book to your students, what would it be and why?

When You Reach Me by Rebecca Stead; It's awesome and a little magical.



Dalak Kamdar

question 1

What is one important skill every person should have?

Patience

question 3

If you could recommend a book to your students, what would it be and why?

Anne of Green Gables! Anne has such an endearing, resilient and competitive personality. I love that she gets lost in her imagination and is incredibly protective of the people she loves.

question 2

If you could choose your age forever, what age would you choose and why?

30! It's the best age! It's a great balance between having accomplishments and the excitement/anticipation of all the adventures still ahead!



Michelle Lee

question 1

If you could recommend a book to your students, what would it be and why?

Where the Sidewalk Ends and A Light in the Attic, by Shel Silverstein. Each time his clever, silly, and humorous poems would undoubtedly put a big grin on my face and tickle my funny bone!

question 2

Share a personal fact no one would ever guess about you.

Michelle, actually means "Eater" in French. Anyone who knows me, knows I am a "foodie"! I always carry food with me! On our trip to India one summer, I was undoubtedly well prepared. The entire contents of my carry-on backpack consisted of food!

question 3

If you could live anywhere in the world, where would it be and why?

Oakland or Berkeley. I admire the beauty of its people, the feeling of love and peace, care and support, and strength in these communities.



Stay tuned for our next newsletter for more!

Working Out Working Memory

Source: Excerpt from Executive Function 101. National Center for Learning Disabilities, 2013, www.understood.org/pg.16-18.



What Is Working Memory?

To understand what working memory is, see what a handful of experts have to say about it: Children use

this skill when doing math calculations or listening to a story. They have to hold onto the numbers while

working with them. They need to remember the sequence of events and also think of what the story is about.

How Is Working Memory Linked With Learning and Attention?

Working memory can be a major problem for kids with ADHD, and those with weak working memory are likely to have LD, too. Difficulty with working memory may show up later in school, when executive skills of comprehension and analysis come into play. As you can imagine, then, if a child has a learning disability, weak working memory can add insult to injury. For example, a fifth grader who's still sounding out words while reading is relying heavily on working memory to help compensate. This puts a huge tax on the working memory system. At this stage, you want kids' reading to be more automatic-for them to be able to look at a word and recognize it without having to recruit attention or working memory to do the task. So, for a child who needs to compensate but can't rely on working memory, the process can become all the more painful.

How Can You Identify Working Memory Problems?

To figure out if your child has a problem with working memory, first watch for signs (or ask your child's teacher to do so). Kids with working memory problems could do the following.

- Abandon activities before completing them
- Appear to be daydreaming often
- Fail to complete assignments
- Raise their hands to answer questions but forget what they wanted to say (This is typical for a 5-year-old, but not for an 11-year-old, for example.)
- Mix up material inappropriately-for example, combining two sentences
- Forget how to continue an activity that they've started, even though the teacher has explained the steps If you or your kids' teachers have observed these behaviors, perhaps consider formal testing. A school psychologist can assess both forms of working memory for your child

How to Help a Child With Poor Working Memory?

There are lots of ways to help children with poor working memory-from teaching them how to compensate to lifestyle changes. Here are techniques you can try.

- Know your kids' weaknesses, but play to their strengths. If your child has strong visual-spatial skills, try taking information from a math word problem and inserting it into a visual diagram. For instance, try using blocks or Legos to complete addition and subtraction problems.
- Help compensate for a weakness. Break up or chunk information. This takes up fewer "slots" in working memory. For example, give one or two instructions rather than a long string of them. If auditory working memory is weak, don't expect them to depend on it for important things. Encourage them to advocate for their needs by asking teachers for this kind of "information management."
- Reinforce what works. Help your children develop awareness of their own working memory, and help them identify what strategies work well in certain situations. If something works, suggest that they try it again.
- Use working memory as a floodlight to plan action. Discourage multitasking, and use working memory like a spotlight to focus on one thing at a time and shift between activities. Do one activity and stop and shift to the next and maybe come back to the first, and so on. By being mindful like this, kids can focus on a single thought-rather than be overwhelmed by a mountain of thoughts at once.

[Check out the full e-book on Executive Function](#)



SfL Strategies for Learning