BETTER LATE THAN EARLY
OR
EARLY THAN LATE?

DIANE GEERLINKS, ECE-DH, PCET
GEERLINKS EDUCATIONAL THERAPY
THE ROAD RUNNER SOCIETY

• FASTER, BETTER, MORE?
• THE CULTURE OF ACHIEVEMENT
• THE LOSS OF CHILDHOOD
DELAYED ACADEMICS?

• 1989 - DR. RAYMOND AND DOROTHY MOORE ADVOCATED CHILDREN ARE NOT PSYCHOLOGICALLY READY FOR FORMAL LEARNING UNTIL AGE 8 TO 10.

• 2007 - DAVID ELKIND –“THE GIANTS OF EARLY CHILDHOOD, SUCH AS PIAGET, MONTESSORI, AND VYGOTSKY AND THEIR FOLLOWERS “AGREE THAT EARLY EDUCATION MUST START WITH THE CHILD, NOT WITH THE SUBJECT MATTER TO BE TAUGHT.”
PLAY = LEARNING

“PLAY IS ESSENTIAL TO DEVELOPMENT BECAUSE IT CONTRIBUTES TO THE COGNITIVE, PHYSICAL, SOCIAL, AND EMOTIONAL WELL-BEING OF CHILDREN AND YOUTH. PLAY IS IMPORTANT TO HEALTHY BRAIN DEVELOPMENT.”

2007 - PEDIATRICS JOURNAL

“GIVE YOUR CHILD THE GIFT OF PATIENCE. TEACHING SPECIFIC ACADEMIC SKILLS BEFORE THE LEVELS OF SENSORY RECEPTION AND ASSOCIATION ARE IN PLACE IS LIKE TRYING TO BUILD A LARGE PENTHOUSE ON AN APARTMENT BUILDING BEFORE THE INTERMEDIATE FLOORS ARE COMPLETED.”

DR. JANE HEALY
THE DEVELOPING BRAIN

- ADAPTABILITY
- INTEGRATION
- SOPHISTICATION
DEVELOPMENTAL AGES AND STAGES

• MOST INFANTS AND TODDLERS NATURALLY PROGRESS THROUGH DEVELOPMENTAL MILESTONES

• NEURODEVELOPMENTAL VS. CHRONOLOGICAL AGE
BUT...WHAT ABOUT THE LATE BLOOMER?

“Don’t WORRY, they’ll catch up when they’re ready?”

• The puzzle of “readiness”.

• Development can be measured as a predictable series of advances in physical, intellectual and social skills which almost always occur in the same sequence.

“Almost all children, regardless of social class or background, enter school believing they will be successful; tragically, by the time they are seven many have already been derailed.”

Dr. Jane Healy
WHAT IS LEARNING READINESS?

- FINE MOTOR (EYE HAND COORDINATION)
- ATTENTION & FOCUS
- PERCEPTUAL SKILLS (VISUAL, AUDITORY)
- SENSORY
- GROSS MOTOR
- MEMORY
WHAT ABOUT LEARNING DIFFERENCES?

- Laziness
- Late Bloomer
- Learning Disability
I THINK I CAN…
I THINK I CAN …
WHEN THEY’RE HARD WORK ISN’T WORKING

• BREAKDOWN POINTS
  • MASTERY
  • ACQUIRING FACTS AND KNOWLEDGE
  • OUTPUT FAILURE
  • UNDERSTANDING
  • ORGANIZATION
  • PROCESSING SPEED
  • ATTENTION

• RESULTS
  • POOR ACADEMIC PERFORMANCE
  • LOW SELF ESTEEM
  • BEHAVIOUR
IS IT A LEARNING DISABILITY?

- LEARNING DISABILITIES REFER TO A NUMBER OF DISORDERS WHICH MAY AFFECT THE ACQUISITION, ORGANIZATION, RETENTION, UNDERSTANDING OR USE OF VERBAL OR NONVERBAL INFORMATION.

LEARNING DISABILITIES OF ONTARIO, 2015
CAUTION MARKERS

- FAMILY HISTORY
- BIRTH HISTORY
- TRAUMA
- DELAYED SPEECH
- BELABoURED WRITING
- LETTER REVERSALS
- LATE READER

- POOR MEMORY SKILLS
- INCONSISTENT PERFORMANCE
- LACK OF ORGANIZATION
- IMPULSIVENESS
- SENSITIVITIES
- FINE & GROSS MOTOR DELAYS
- FREQUENT MELTDOWNS
IS EARLY INTERVENTION KEY?

“Without systematic, focused and intensive intervention, the majority of children who enter school at risk for reading failure are rarely able to catch up with their peers who are non-impaired readers.”

Wolfe & Nevills

“Seventy-five percent of children will have difficulty learning to read throughout high school if they do not have intervention before the age of nine.”

Dr. Reid Lyon

“Skill deficit between average and below average readers can largely be erased with appropriate early intervention.”

Joseph Torgensen
RIGHT TO READ INQUIRY
FEBRUARY 2022

• THE RIGHT TO EQUAL EDUCATION INCLUDES THE RIGHT TO READ.

• THE INQUIRY IS NOT JUST ABOUT AN EQUAL RIGHT TO READ – IT IS ABOUT AN EQUAL RIGHT TO A FUTURE.
STAGES OF READING

“Learning to read is **not** a natural process.” Stanislas Dehaene, 2013

- IN THE FIRST THREE GRADERS A CHILD ‘LEARNS TO READ’.
- IN THE NEXT GRADERS, THE CHILD ‘READS TO LEARN’.
- THE END OF READING DEVELOPMENT DOES NOT EXIST.
TO LABEL OR NOT TO LABEL?

• A PSYCHO-EDUCATIONAL ASSESSMENT IS DESIGNED TO EVALUATE A CHILD’S INTELLECTUAL AND SOCIAL-EMOTIONAL DEVELOPMENT AS WELL AS HIS/HER ACADEMIC PROGRESS.

• IT HELPS TO UNDERSTAND AND HIGHLIGHT A CHILD’S STRENGTHS AND WEAKNESSES.

• IT HELPS TO SET REALISTIC EXPECTATIONS OF YOUR CHILD.
CUSTOMIZED HOMESCHOOLING!

- INDIVIDUALIZED MEANS INDIVIDUALIZED
- CONSIDER STRENGTHS AND WEAKNESSES
- SET REALISTIC GOALS
- CHOOSE CURRICULUM WISELY
- SET DAILY SCHEDULE
INSPIRE A LOVE OF LEARNING

• PICK A TOPIC
• CHOOSE BOOKS
  • READ ALOUD, NON-FICTION
• CHOOSE ‘HANDS-ON’ ACTIVITIES
• CREATE A LAP-BOOK
• GO ON A FIELD TRIP
THERE’S HELP AND HOPE!

NILD Educational Therapy®
HOMESCHOOL SUPPORT

• FACEBOOK GROUP – HOMESCHOOLING YOUR UNIQUE LEARNER
• SCREENING AND ASSESSMENT
• CONSULTATION (EXCEPTIONAL NEEDS – HSLDA)
• INTERVENTIONS – NILD EDUCATIONAL THERAPY®, INTERACTIVE METRONOME, INTEGRATED LISTENING SYSTEMS
IS EARLIER BETTER?
QUESTIONS?

HTTPS://GEERLINKSLEARNING.COM/RVHEA/
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GEERLINKS EDUCATIONAL THERAPY – WWW.GEERLINKSLEARNING.COM

NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT- CANADA. WWW.NILDCANADA.ORG

OHRC - RIGHT TO READ INQUIRY, 2022 - HTTPS://WWW.OHRC.ON.CA/EN/RIGHT-TO-READ-INQUIRY-REPORT/EXECUTIVE-SUMMARY