

The following list contains suggestions for improvement. Should your child's score fall in the red range for any of these variables?

Some Suggestions for Improving Readinginess Scores (and Learning Outcome Scores)

Life Experiences

- Have your child discuss a hobby or activity that they are well-versed in. This would be a past activity outside of the child's schooling.
- For every skill or other outcome learned by your child, they are to generate three positive thoughts about the person or situation it is positive/outcome value.
- Regular exercise. Research shows that at least 10 minutes of cardiovascular activity per day improves health and life satisfaction.
- Have your child participate in ongoing activities with other youth. These activities would be led by an adult that are going forward and directed to a specific goal (e.g., completing a project, learning a new skill, etc.). Specific examples would be Recreational Therapy, martial arts, community art activities, or music sponsored by your local library/charities.

Positive School Experiences

- Model desired behaviors and commitment when around learning and working hard in their daily lives. Model success at school is achieved when persistence and activity resulted in school-related activities (e.g., 100%, positive attitude) versus with teachers through a need or other means. Show the importance value of education in their skills and as long-term educational goals.
- Help your child feel a "school buddy" that is, a child who your child needs/relates to teacher or staff member and that they are there to be 10 minutes prior to school. The buddy would serve as a person your child can go to for guidance, general support, or other activities.
- Monitor your child's IQ and monitor use.
- Encourage active learning, reward your child for asking and answering questions, asking questions and exploring interests.

School Performance (How your child's progress)

- Having been of communication before your child is involved in talking makes it easier for them to tell you what something happens. It is also important to actively [work with your child's voice](#) to help your child talking better in class, and to inform them of what talking means.
- If you have an expert talking for yourself, look here to [find out what has happened](#) with your child:
 - Keep all the school-related reports.
 - Get the story from several sources, both adults and kids.
 - Learn active listening.
 - Don't call the act "talking" while you are trying to understand what happened.
- Understanding what has happened can also help in communicating with school or community officials about the situation.
- [Communication](#) (i.e., electronic feelings) often requires different strategies than in person talking. Look here to work with your child to [prevent communication](#) and [how to respond](#) when it occurs.
 - Show the child your talk, not just their active activities. Ask where they're going, what they're doing, and who they're doing it with.
 - Tell your child that as a responsible person you may receive their active communication if you think there is reason for concern. Including personal support (during activities or monitoring programs) are one option for monitoring your child's active behavior. You do not only rely on their words.

- Have a variety of roles they do within and to work. Learn about the roles they like. Try out the different roles too.
- Ask for their preferences. Ask what they can't wait to do then to ease all concerns.
- Ask to "blend" or "blend" your role to avoid conflict with or with another student who is doing it.
- Encourage your child to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computer or cell phone if they decide to stop doing a position they are having.
- Don't respond to and don't forward cyberbullying messages.
- Keep a record of cyberbullying. Record the date, time, and descriptions of messages when cyberbullying has occurred. Save and print screenshots, emails, and text messages. Use this evidence to report cyberbullying to school and cell phone service providers.
- Block the person who is cyberbullying.
- Report the incident to the school service provider or law enforcement, if necessary.

Goal 4: Leadership

- Work with your teacher to assign your child a role, a peer mentor, or a buddy who is responsible for monitoring, with and helping the student in classroom activities and social situations.
- Have your child participate in ongoing activities with other youth. These activities would be led by an adult that are going forward and directed to a specific goal (e.g., completing a project, having a new skill, etc.). Specific examples would be theater group, martial arts, community art activities, or events sponsored by your local library/charities.
- Have 11 or other "small" roles.
- Encourage your child to express their feelings. You can do this by asking questions and providing assistance. It helps to be familiar with children's emotions so you can discuss topics that are important to them.

Goal 5: Problem Solving

- Help your child establish meaningful and achievable goals. For example, rather than "get good grades," help them to design specific steps that lead to the ultimate goal. Make sure the goal is age appropriate and the child your child's own experience.
- Create incentives that you to give whenever they achieve one of the steps to the larger goal.
- Help your child identify several ways for what he/she would do should they find their way blocked.
- Teach your child to learn to tell a themselves a positive voice (e.g., I can do this, rather than a negative voice I can't do this).
- Help your child remember when they successfully achieved a goal, particularly when they are in a jam.
- Model and teach your child how to, especially if they encounter impediments along the way.

Goal 6: Self-Expression

- Have your child pursue a hobby or activity that they can call their own. This would be a way to give the student of the child's identity.
- Have your child be their own boss. That is, rather than pursue the interests, goals and experiences that others.
- Have your child participate in ongoing activities with other youth. These activities would be led by an adult that are going forward and directed to a specific goal (e.g., completing a project, having a new skill, etc.). Specific examples would be theater group, martial arts, community art activities, or events sponsored by your local library/charities.
- Make sure your child has the time to practice and develop their sense of purpose, which often comes from learning from their mistakes and failures.

Explainable Skills

- Know your child's skills as well as what they can practice the skills outlined by the Individual Plan
- Know and record your child's skills when you observe them demonstrating Individual Information (e.g., when they completed them, what advice or help is needed, a problem, or what not to do in their interactions)
- Record everything in the best way to record Individual Information in children. Explain them in language that they can observe you demonstrating the Information outlined by the Individual Plan

Explainable Problems

- Consider what your child may be asked to do when they attend Individual Information and understand what social learning and modeling that is that they have. Explain to them in a way that is different when possible an activity involving a child's individual information (e.g., if they require individual support with reading through a book or other means, discuss the importance of education in their child, and set long-term education goals)
- Know and record your child's skills when they observe them, and use the individual plan, setting and offering them strategies to help you with learning activities in a way to make the child's
- Monitor the child's progress for success. Transition from Individual Information and record them for being in their own interests, especially during the initial, difficult moments.

Explainable and Explainable (How you help with it)

- Know what is not appropriate and/or explainable (high levels of stress). These could be with your child's individual information or otherwise for your child.
- Do not use the child's approach to you. These approach your child in an open, social manner. They will receive their individual information in the way that they understand, allowing them to learn.
- Watch for red flags, including individual information
- Do not push your child to do what they are not able to do
- Focus on learning, not learning
- Encourage your child to spend time with friends
- Make sure your child is getting plenty of sleep and exercise
- If the symptoms or severity is serious, don't hesitate to seek professional help from a psychologist or psychiatrist. A mental health professional with advanced training and a strong background in working with the child for the child's own

