

15 Education – The “Final Answer” for Many Students and Adults

“Why Kids Can’t Learn and How to Fix It”

Issue/Problem

The purpose of this proposal is to introduce a “corrective” learning system!

This could be described as a blatant commercial for a particular educational software package, and that is exactly what it is! But that’s OK since I have personally seen what this outstanding software program can do for children and adults. I mean for the entire nation to finally be informed about its awesome capabilities. By the way, this is a non-paid endorsement!

My personal goal with this proposal is to see this system operating in every public school, adult learning facility, and long-term prison or jail in the nation. It would also used by the military services as needed to enhance the learning skills of their personnel, e.g., in the attainment of a GED for those that entered the military before obtaining their High School diploma.

Since at least 40% of Americans struggle with the learning problems that this software actually corrects, I am more than glad to take this opportunity to present the **Essential Learning System® (ELS®)** for your review. The benefits will be priceless to tens of millions of our people and for the nation as a whole.

As an unexpected side benefit, I would declare that ELS is most likely the closest thing we will ever find to a final answer for the floundering and not fully funded, No Child Left Behind program. It addresses the learning issues that cause so many children to be left behind! And the issues do not go away as they grow into adults.

Why Kids Can’t Learn

An All Too Common Scenario

Try to imagine a student in the fifth grade that is assigned to a special program entitled “Gifted and Talented/ Learning Disabled” or GT/LD. To most of us those two terms would sound a little contradictory. Let me explain how a given student comes to be placed in such a program.

Typically, the child performs very well in kindergarten and into the fourth grade. Then they hit a learning wall and performance in certain coursework areas drops, often drastically. This scenario will sound too familiar for many parents, and while the child in this case has a high IQ, the same thing can and does happen

with any student.

The problem has to do with what is going on behind the student's eyes and/or ears.

Visual Memory

The underlying problem in many cases is a Visual Memory Deficit (VMD) — the inability to retain information that is typically read from a book, or a computer screen, or off the board in a classroom. The reason for the drastic change in performance is that somewhere in the fourth or fifth grade the typical school curriculum changes to comprehension-based learning. This requires the analysis of learned information and the output of that analyzed data via speech and/or writing. Up until that point the curriculums only require students to retain facts or pieces of information, it does not demand the ability to read or hear, then recall, analyze, and output their thoughts in written or spoken form.

With VMD the student's natural, visual memory processing is not strong enough to properly store the visual input for their later recall and use. This is most often a condition inherited from the Mother and/or Father and again is very common. I would call 40 to 60% of the population “common”.

Hear This! We are not talking about a learning disability – it is an information processing weakness within the brain that can be strengthened permanently.

This memory weakness easily explains why some students do not bring their homework assignments home. They physically cannot retain information long enough to read it on the board and then write it down in a notebook. This may sound like a trivial exercise, but when it happens to a young child week after week, month after month the student subconsciously grows tired of trying. Again this is far more common than you might think.

You may be interested to know long-term memory is the ability to retain information longer than 10 to 15 seconds and be able to recall it!

Auditory Memory

A second scenario applies to Auditory Memory Deficit (AMD). This is when someone cannot retain information or instructions that have been spoken or has been heard — examples being in a classroom, at a movie or from a training video.

While as with VMD it could be a natural, inherited condition, it often has another primary cause. Should a new born baby experience multiple and serious ear infections during the first 12 to 18 months of life, there is an increased and real

potential for AMD learning problems to develop.

From the first days of life every child is instinctively learning the approximately 40 basic phonetic sounds of our language, by listening to their parents and other people talking. If the ear is repeatedly infected over that critical learning period, the basic sound patterns are stored in the brain improperly. They are hearing critical sound patterns virtually through liquid or a 'fuzzy' barrier, and are storing that garbled sound pattern for later use instead of the clear and proper imprint. That is simply the way it works in you, me, and everyone else!

As they grow and hear those same sound patterns in day-to-day life the brain naturally attempts to match those against the improperly stored sound patterns, but cannot and they have no idea it is even happening. The internal frustration this creates often manifests as learning and/or behavioral problems, just as it can with VMD.

Imagine a child burdened with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD) that is also struggling with such memory issues. Both conditions have negative impact upon the child and both tend to make the other condition worse. ELS helps the child effectively deal with one, thus making it easier to deal with the other.

AMD problems often manifest themselves well before a child enters school. For example, a child is told by a parent to do several tasks, but does not do all of them. When asked why they did not, the child acts as though they never heard them in the first place. They may have actually heard them, but truly do not remember them all.

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As stated, visual memory and to a lesser extent auditory memory weaknesses are often in place from birth and are lifelong challenges. The cumulative effects of VMD and/or AMD on a child often lead to behavioral issues at home before they begin school, can grow worse when they are in school, and will persist throughout their life.

Hopefully this background offers many frustrated students, parents, and adults some explanation for their struggles.

I know personally of these issues, since my personal struggle was with AMD caused by multiple serious ear infections in my youth. It was helpful and somewhat comforting to learn about all this even though I was in my early forties at the time.

Critical Public Awareness – VMD and AMD are not signs of learning

disability, although the schools often treat them as such because they do not know what they are really dealing with! Rather they are correctable memory weaknesses that most often can be strengthened with dramatic and lasting results.

Further, VMD and AMD conditions have absolutely nothing to do with a person's underlying intelligence, but it hinders children and adults from fully utilizing and enjoying their natural intelligence. Thankfully, in most cases the condition(s) can be permanently improved.

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Perspectives and Human Statistics

This may seem an odd presentation, but I have first-hand experience with AMD and helping some students and adults with such learning weaknesses. Again, this is something I have desired to see presented to the American public for many years and this is my opportunity. It truly does help explain why so many people struggle with learning throughout their life.

For a couple of years in the early 1990's in addition to my full-time job in the IT industry, as a part-time endeavor I worked with the Creative Education Institute® (CEI®) a company located in Waco, Texas. They offered a PC-based product called the Essential Learning System (ELS). A science teacher trying to help his own son that had multiple learning issues created the system. It took him over 15 years to develop and refine the ELS program. He was very successful and his son along with over 3 million others have already benefited from his loving and diligent efforts. In spite of those numbers and great success most of the country remains totally unaware of the ELS program's existence. Go figure.

I took training in Waco in the Memory Evaluation process, and the installation and administration of the PC-based program. I advertised in my local northern Virginia area and worked with children and some adults monitoring their progress in the home-based study program. It was wonderful to see the improvements this program made in people's learning abilities, attitude, and self-esteem — and to see their happy parents.

How It Works

The *Essential Learning System* is designed to 'permanently' strengthen or increase a person's Auditory and Visual Memory function. It is not a learning band-aid or another work-around methodology.

All of this background to say that the ELS program effectively addresses the learning struggle for both students and adults. Also, that the program is most

efficiently administered by a third party (non-relative) in a school learning lab setting rather than in the home.

The ELS system is a series of multi-sensory PC-based and manual exercises that are very similar in function to a simple set of physical strengthening exercises to build muscle.

The simple exercises performed by the student in each lesson involve reading, verbally responding to prompts, visual recognition, writing, and other basic operations that cause the mind to recognize information, store it, and retrieve it. These are mental calisthenics for the brain. The ELS process actually helps strengthen and create the flow of information from short-term to intermediate to long-term memory – and back again. It actually builds the minds memory processing capability.

Each lesson takes the average student less than 45 minutes to complete and the lessons only need to be accomplished four times a week. The program begins to produce actual benefits within a few months and depending upon the severity of a given person's VMD and/or AMD condition(s) the program would be used for 6 to 12 months, sometimes longer.

At the start of the program's use in the public schools of Texas, the good news of its effectiveness was spread by word-of-mouth from parent to parent praising the results for their children. There is no better reference. Parents went to their schools and all but demanded that the program be brought in.

It is also used in after school programs to help adults. These types of learning issues do not go away with age, people just learn to deal with them or not!

The program also helps people recover certain brain functions after having suffered severe head trauma injuries. Some of the cases are truly incredible stories of personal recovery. It may very well help brain injured war veterans.

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About Creative Education Institute (CEI)

Since is began operation in the summer of 1987, over 3,000,000 students in 5,000 educational organizations — including public and private schools, in libraries for adult education, and in correctional institutions — have used the CEI programs to encourage the learning process and yield improvement in both learning skills and test results.

Besides the ELS learning system, their *CODEBREAKER*TM reading program and the *Mathematical Learning Systems (MLS)* provide learning solutions that are

keys to making a real difference and most importantly differences that can be measured by demonstrated results.

CEI has an excellent web site at www.ceilearning.com. The site contains many parent testimonials for public review. Check it out.

The People's Sense

Implementation Considerations

The cost of implementing this program in the public schools could be born by the Department of Education in conjunction with the states and local governments. The cost of the ELS implementation and operation will in time be paid for many times over, by the savings in other programs that it will frankly decrease the need for.

HOWEVER, another very practical funding approach (and the one that could make it happen NOW, rather than years from now!) was used in some Texas communities and involved private individuals (such as parents, grandparents, and alumni) and local companies that donated the necessary funds to sponsor the ELS program's installation for their local school(s). Some schools named the labs in the sponsor's honor. This type of community support will absolutely be encouraged to promote and to expedite the program's public school implementation. It would be a most worthy fund-raising project.

Like I said this could be considered a blatant commercial and that is fine with me, because these programs actually change lives. So let's look at the numbers.

Essential Learning System – School Pricing

Traditional Pricing

With this pricing, the school will own the software.

Initial Room License:	\$21,500
Includes 4 Station licenses	
Additional Station License Fee:	\$1,000
Annual Service Agreement Fee:	\$3,500

Subscription Pricing

With this pricing, the school must renew License annually.

Initial Room License:	\$8,500
Includes 10 Station Licenses	
Additional Station License Fee:	\$350
Annual Service & License Renewal Agreement	\$4,500

Both Pricing Structures Includes the following:

PC Compatible or Mac CD-ROM Software
Single-user and Network Licenses

Assigned CEI Solutions Analyst
Training for 1 Facilitator for Every 5 Stations

User's Guide
Assessment Materials for Lab Students
Online Representation of Statistical Data
Toll-free Technical Support
Toll-free Customer Service Support

24/7 Web-based Support

24/7 Web-based Activity Center

Management System

Letter Recognition System

CEI *SHARE* Magazine

One Customized In-service Faculty Presentation

One Interactive Parents/Community Awareness Session

Achievement Certificates for Program Completion

Student and Teacher Recognition Awards

The very human bottom line is that the implementation of the ELS program is something for concerned parents to review with their local school's parent organization, school boards, and county governments.

This is where grassroots public action has **real meaning and direct human (child) benefit** — making it easier for our children to learn. Be part of a small concerned group of parents that decide to bring this learning system possibility to your child's parent/teacher group for consideration and action.

The positive results of the ELS program will be the cause for many future tears that would have been shed in sadness and frustration, to be shed in joy and happiness. What could be better?

*Many of life's most complex problems are caused and can only be solved at the
unit level,
one person – **one child at a time.***

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16 Physical Fitness for Our Children

Issue/Problem

The title of this proposal says it all.

In the sixties, President John F. Kennedy initiated and promoted a somewhat revolutionary physical fitness movement in America. Regrettably over the years that program has become a non-issue in many of our public school systems and with the public in general.

Due to various reasons the physical fitness movement and concern for it has lost its priority in public school programs of America. Please know that I am not a fitness nut, but I know of my own disappointment as I observed the decline physical education programs in our public schools over the years, primarily due to budget cuts and the fear of frivolous lawsuits.

Consequently as study after study documents, and unfortunately our own eyes observe daily too many Americans are over-weight and out-of-shape. Therefore, more of us are putting our health in jeopardy and as a natural by-product are driving up our nation's current and future health care costs.

The Plain Truth is that we Americans need to be in better shape in order to enjoy a healthier, longer life — we need refresh President Kennedy's fitness movement across our nation.

Seriously consider that with the coming of National Health Care Insurance we will all be contributing to and helping to pay for the nation's health care bill! Therefore, we will naturally and prudently become more interested and informed about our own health and how to better maintain our bodies through better (not perfect) eating habits and some simple, regular exercise.

The People's Sense

Physical Fitness – Pre-K thru 12

This proposal addresses the physical fitness of America's youth in particular and addresses the excess weight that many of them are carrying and their general lack of physical conditioning. I will not bother you with any of the statistics we hear constantly. It is simply fair to say we all recognize the short and long-term negative impacts on the health of our children (e.g., diabetes) and the avoidable healthcare costs generated, as well.

Several years ago, one of my own doctors brought this issue to my attention. It is one of his personal concerns about the public's and especially children's

health. He suggested that I add the issue to my list of things to research and write about. So I did.

Some time later, I was channel surfing one evening and watched a portion of an infomercial for Mari Winsor's well-known Winsor Pilate® personal exercise program. I observed that it could be strenuous and very productive, but was a low-impact exercise program that a person performs lying on the floor, preferably on a mat with no active, aerobic movement involved. The program includes basic to advanced workout routines, and the advertised cost of the full package was under \$100 at that time.

Pilate is often talked about and are routinely used by actors, actresses, athletes, super models and other highly visible people that are concerned with maintaining their appearance and physical conditioning. Therefore, kids (and adults) could be very encouraged by that group recommending its use.

Of course some regular exercise is a great concept for all of us regardless of age, but taking the time and having the discipline to do it on a regular basis is difficult. It occurred to me that the Pilate program could easily and inexpensively be placed in every public school, K-12 in the country, even colleges. A few parents school could donate the money to buy the set(s) of program videos for their children's school. The most equipment required would be simple floor mats. It would be "pennies" per student to implement – the low cost to high benefit ratio would be outrageous!

The standard workout is 20 or 30 minutes in duration and needs to be accomplished three or four times a week. This would be a natural addition to the public school physical education program. All students would participate. The kids are there, the exercises are simple, each student would progress at their own rate, and over the initial weeks and months all children would slowly build up their fitness and experience the personal results.

Local fitness trainers in every community in the country could volunteer to help get the program implemented properly in the schools. This program will yield tremendous results for the U.S. Sport and Fitness industry as our children and their parents begin to see the benefits of basic exercise and more physical activity.

This fitness approach is practically a no-brainer, and every parent that I have shared the concept with liked it. I believe this program to be a real winner for our society in many ways. It would help renew President Kennedy's national physical fitness movement. Many of us grew up with that program and still benefit today from the leadership and personal challenge that JFK gave us.

A Nutritional Side Benefit

Any viable diet program, recommends regular physical exercise along with the given eating regimen to increase the short and long-term benefits to be realized. In this scenario, it will be exercise that will indirectly lead many students to learn about and use better eating habits.

The benefits for the young are that they will:

- will learn the basics on physical conditioning.
- over a period of weeks and months they will see and feel the physical results of routine exercise on their own bodies.
- will become familiar with physical fitness as a normal part of life.
- will learn about better eating habits.
- will have more energy to help them in school, at home, and life in general.

Again, the Pilate program will be low-cost implement, easy to use, and offers tremendous paybacks for the individual and society as a whole. It will without any doubt result in decreasing the number people that will suffer with diabetes and other excess weight related, *preventable* diseases. Therefore, it will absolutely reduce our nation's short and long-term healthcare costs, as well.

Parents Could Make it Start this School Year

The implementation of this beneficial fitness program in our public schools could begin as soon as the parents in each school decide to make it happen. Parents and school administrators could meet during this school year to plan how and how soon to begin incorporating the Pilate exercise program into their school's regular physical education program.

A very practical answer for our kids, and us too!

17 Community Service Training

Issue/Problem

This proposal relates somewhat back to Proposal 14 – Local Pride and Accountability in that it also promotes a “sense of community” among the people in your town, county or city. In this case, at a minimum We will be seeking to raise the bar of Civil Responsibility and various forms of Community Service (CS) participation.

For the Youngest Generation

In its simplest form students in elementary, middle, and high school will learn about the Civil Responsibility of Community Service and what they can do within their own neighborhoods with a just little of their time to make their locality a better place to live – things as simple as not throwing trash out the car window. Some may think these simple things, but it is where the seeds of civil accountability (or not) are planted. Again simply by utilizing the national school system as a public communication vehicle We will introduce the concepts and first experiences of CS to the youngest generation.

This is a simple expansion of the types of public service awareness that is learned in the Cub and Boy Scouts, and in the Brownies and Girl Scouts which have long promoted such awareness and involvement in the youngest generation.

Of course elementary school age children would not be out doing CS projects around their local area, but as they get older could be called upon to help in their local community when needed.

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In many cases such common public communication programs would increase the general population’s awareness of Local community service and public support groups. And as a natural result of such communication some people will be motivated to active involvement in those groups – not to be a leader, but to be another set of helping hands which is the most needed resource in the first place.

This improved awareness will help people to begin to develop an actual “community connection” with neighbors in good times so that in the event of local disasters like severe storms and/or flooding it would be easier for people to connect and be supportive of each other, and better organized to react more effectively. We know all too well how important community support coordination is after watching the Katrina disaster and the slow response from the government at all levels. Neighbors need to be willing and able to help each other, and not be shy or afraid to seek help when they need it — to know that

other people nearby care about them.

Serving a More Complex Consideration

Again, looking back to Proposal 14 – Local Pride and Accountability the requirement to be overviewed below is an extension of the Local Accountability concept, as well as tying directly into Proposal 7 – the U.S. Re-Employment System. It is a more complex Community Service ‘consideration’ within the National System that relates to Local people supporting the part and full time employment needs of businesses, both small and large within their geographic area.

I will keep this proposal fairly brief. My intent here is mainly to present several points and examples of how this practical extension of the Community Service concept would help to address other “local issues” — nationwide.

- Businesses in many communities across the nation experience problems finding part-time, full time, and seasonal employees when in reality there are people quite capable of filling those jobs that are available, but not working. They are not working due to lack of motivation (laziness), not sure where the jobs are, don’t really need the money, selling drugs covers their needs, etc.
- And currently some employers are giving the jobs to lower wage Illegal Occupants (IOs). This latter reason will become far less of a problem as We begin the repatriation of IOs back to their home countries. As that happens, non-working Americans of all ages will be needed to fill any type of job they can in order to support local businesses. This will confront the notion that Americans do not want to do certain types of jobs — it is the dull rhetoric used as an “excuse” to let IOs to continue to exist in our communities.
- There are various jobs in communities all over the country that could be easily be staffed by high school students in grades 9 to 12, college students, and adults twenty-something to senior citizens that are technically available for part-time, possibly even full time work. Positions staffed to help local businesses to serve their Local community — helping businesses to survive and to grow providing more jobs.

High schools across the nation could implement programs that make 12th and 11th grade students available to support part-time and seasonal job requirements of local businesses. In areas hardest hit for workers, students could be all but required to support local businesses part-time, giving them work experience, some income, and doing their part to help their own community and local economy. This is not forced labor, it is supporting the community for everyone’s benefit.

Consider, that with the High School drop-out rate reaching a staggering and ridiculous 25% — all those idle hands must be guided toward ‘good’ work. Since they are not currently communities are suffering and will continue to suffer the consequences. Read the local paper for all the examples of that you want.

- There needs to be an organized, standardized facility that the local businesses can utilize to obtain such staffing for their business – from that local ‘citizen’ labor pool. The U.S. Re-Employment System will help facilitate this requirement and will work with county/city/town employment services to identify part and full time, as well as seasonal job openings to be filled.
- Further, with the coming of Health Care Insurance for ALL Americans, it will in many cases be tied to employment. We will not be allowing Americans to sit on their ‘butts’ if they are physically capable of working and at least partially supporting themselves. Unemployment benefits, including Health Care coverage will be directly dependent upon a person’s active and consistent involvement in re-training and ‘filling’ any part-time to full time positions they are capable of performing while seeking viable full time employment – to the greatest extent possible. No more free rides on the tax-payers!
- IF, things are moving properly with the implementation of other proposals in An American Agenda, We will begin to see a decline in the illegal Drug Trade starting in 2009, as well as reduced Gang activity.

City and County governments will need to be guiding Americans that have been “recycled” through the Re-Employment System into public works programs that will be funded to start rebuilding America’s crumbling infrastructure such as bridges and roads. Also to help demolish old buildings and clean-up the inner cities creating open areas and refurbishing homes. People will be working to improve living conditions in their own communities and putting money back into the local economy.

That last point will be a key component in transforming the National System from our current and failing Eternal Growth-based model toward the Maintenance-based Economic model discussed earlier.

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The overall point being made here is that local businesses need to be better supported by the community they are trying to serve. Under the headings of Civil Responsibility and Community Service local citizens with some time on their hands need to consider making themselves available on an as needed basis

to fill necessary job requirements.

There is a group of people in every locality that could step up and allow themselves to be on-call to fill such positions. This overall concept needs to be developed and used to put Americans young and old to work at whatever their community needs them to do. Think about it.

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