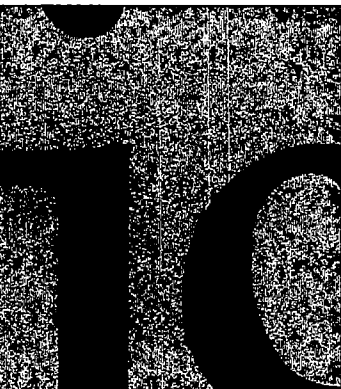
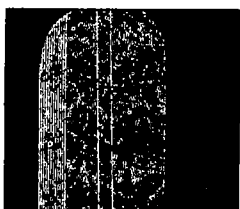
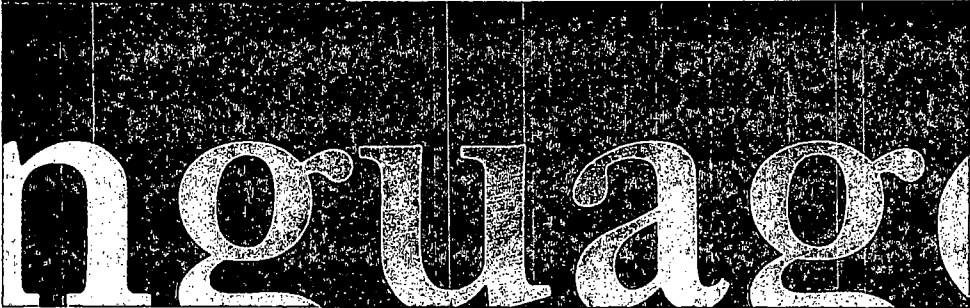
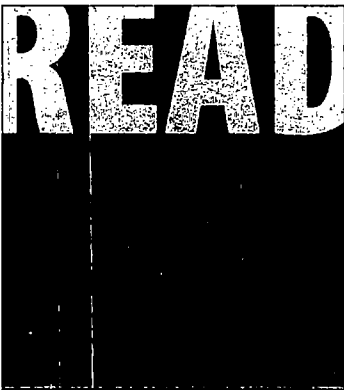




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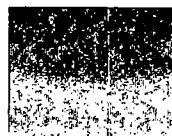


scientific learning corporation

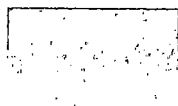
PHOTOCOPY
PRESERVATION



Listening comprehension



Working memory



Attention and behavior

**PHOTOCOPY
PRESERVATION**



Company Overview

Founded in 1996, Scientific Learning combines the latest in brain research, technology and education to create programs, products and services that develop and enhance learning and communication skills.

Scientific Learning's award winning skill building software products including, Away We Go!™, Away We Go! Bookshelf™ and Reading Edge™, are designed to evaluate and develop early reading skills through a series of games and stories on CD-ROM.

In addition, Scientific Learning's BrainConnection.com is an online source for the latest news and information about how the brain works, how people learn and how neuroscience discoveries from around the world relate to our daily lives.

Based on over twenty-five years of neuroscience research, Scientific Learning's family of training programs use patented technology to target the language and reading skills widely recognized as the key to all learning. Each program's interactive exercises integrate CD-ROM and Internet technology to create an ongoing monitoring system that adapts to the progress of each student.

The company's training programs are offered through professionals in private practice and educators in public and private schools across the United States. Participants spend 90 to 100 minutes a day, five days a week, for four to eight weeks with these adaptive exercises as they train the brain to develop language and reading comprehension, phonological awareness, organizational skills, listening and overall communication skills.

In March of 1997 the Company launched its first training program, Fast ForWord®, an Internet and CD ROM program that develops the fundamental language skills that are the building blocks for reading success.

In 1998, Step 4word™, (formally Fast ForWord Two) a program designed to rapidly build the skills critical for learning to read or become a better reader, was released.

The following year the Company introduced 4wd™, an interactive program designed for middle and high school learners to reinforce and strengthen basic language skills and develop critical reading skills.

To date, tens of thousands of individuals have achieved gains of one to two years in language or reading skills with Scientific Learning's training programs. Numerous independent studies as well as detailed research outcomes data consistently confirm the effectiveness of these programs. Publications including, the New York Times, the Los Angeles Times, Newsweek, Time and others have reported on the powerful science behind the Company's programs as well as the success experienced by students across the country.

Scientific Learning went public in July of 1999 and is currently being traded on the NASDAQ (SCIL). Today, the Company continues to research the latest developments in neuroscience, technology and performance.



Sheryle Bolton

Ms. Bolton joined Scientific Learning Corporation ("SLC") in 1996 as President and Chief Executive Officer. Scientific Learning is a neuroscience company founded in 1996 to develop and commercialize technology products based on scientific discoveries on how the brain learns. SLC has developed patented technologies that significantly increase language, reading, and organizational skills in a period of weeks. These CD-ROM and Internet products are now used in public schools and private clinics throughout the United States. SLC became a public company in July 1999 (NASDAQ:SCIL).

Ms. Bolton has more than 25 years of management experience. She is particularly experienced in managing online and technology businesses. In 1994, she joined Physicians' Online, one of the first advertiser-supported online information services, as President and COO. She has also consulted for domestic and international clients on all aspects of Internet-based businesses. Ms. Bolton's experience also includes senior management responsibilities at Rockefeller & Company, a global investment management firm, and five years as Vice President, at Merrill Lynch Capital Markets, Investment Banking Division.

She began her career as a teacher of English as a second language in Africa and a language arts teacher in Georgia public schools. Ms. Bolton is a graduate of the University of Georgia with a bachelor's degree in English and a master's degree in Linguistics. She also earned a Master's of Business Administration from Harvard Business School.

In addition to being a Director of Scientific Learning, Ms. Bolton is also a Director of HealthCentral.com, a consumer health care information service, and a Director or Trustee of several mutual fund families of Scudder Kemper Investments, Inc.

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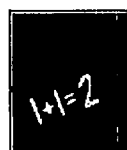
How can information about the brain help educators teach and improve learning skills?

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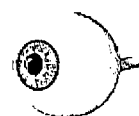
Staff Development: Understanding the Brain for Better Policy and Practices
by Robert Sylwester, Ed.D.

How can your school district use its own resources to become educated about how brain research and function relate to improved teaching and learning?



Reading, Writing, Arithmetic... and Neuroscience?
by Bret Peterson, Ph.D.

Education in the United States today is undergoing major reforms, and voices are calling for a return to the fundamentals: reading, writing, and...neuroscience? Dr. Bret Peterson explores how students can enjoy learning about the brain.



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Brain Teasers



Reading Rover

A FREE tool for teachers! Created by leaders in brain research, BrainConnection's Reading Rover is a set of useful measurement tools to help educators and parents evaluate phonemic awareness and language and reading skills in children. Try it now...free!

Stroop

Can you say what you see? Test your reading reflex, in a phenomenon known as the [Stroop effect](#).

Did you know?

Early Brain Growth

During the first month of life, the number of connections or synapses, dramatically increases from 50 trillion to 1 quadrillion. If an infant's body grew at a comparable rate, his weight would increase from 8.5 pounds at birth to 170 pounds at one month old.

Headlines

• [Brain tumor therapy shows promise](#)

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More [Neuro-News...](#)

SCIENCE NEWS

[Sleepyheads' brains veer from restless path](#)

Brain functions tapped during certain types of thought change considerably after a sleepless night, reports a team of neuroscientists led by Sean P.A. Drummond of the University of California, San Diego.

News in Review

[The Quest for Artificial Vision](#)

William H. Dobelle of Columbia University recently revealed research findings from his study of "Jerry," a blind man who received national attention by taking a black cap from a white wall, crossing a room, and placing the cap on top of a mannequin's head.



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California School District Chooses District-wide Implementation of Scientific Learning's Programs and Products in Grades Pre-K -12

School Officials Cite Rapid Gains as Basis for District's Decision

Berkeley, CA, August 3, 2000 -- Scientific Learning Corporation (NASDAQ: SCIL) today announced that the Fontana Unified School District in San Bernadino County, California will implement the Company's language and reading programs, skill-building products, and assessment products in grades Pre-K-12. School officials cite rapid gains in the language skills critical to reading as the basis for the district-wide implementation. Initially, the District plans to use the Internet and CD-ROM-based Fast ForWord® family of training programs with nearly 25 per cent of its 38,000 students.

According to school officials, the purchase of a district-wide site license follows an earlier study of 25 elementary students that reflected rapid gains in the language skills critical to reading, after just four to eight weeks of training.

"Gains made by third, fourth, and fifth grade students using the Fast ForWord program ranged from one to three years in the language skills we know are essential to reading," said Lori Rhodes, Director, Elementary Education for the Fontana Unified School District. "Students participating in the study were well below average in their language and reading skills, but they moved to near the average range by the end of the eight-week training period."

According to Ms. Rhodes, the students were identified by their teachers as "at risk for academic failure" and were pre-tested using a variety of standardized language and reading indicators.

"The results of post-tests using the same standardized measures far exceeded our expectations," Ms. Rhodes explained. "Many interventions had been tried unsuccessfully with these students. We believe that Scientific Learning's approach to learning, through cross-training critical language and reading skills simultaneously, is what made the difference for these students. The training helped rapidly improve their phonological awareness skills, listening skills, and working memory, as well as helped them understand complex directions."

The District is currently implementing the Company's 4wd™ training program with nearly 100 high school students this summer. In addition to using Fast ForWord and 4wd during the academic year, school officials plan to begin implementation of the Company's Step 4word™ training program for reading, and the Company's Away We Go!™ skill-building software products.

"We are delighted with this first district-wide implementation of our programs in California," said Sheryle Bolton, Chief Executive Officer of Scientific Learning Corporation. "Many districts have needs similar to those in Fontana, and we believe that offering our programs district-wide is the path that more and more of our customers will choose to reach all of the students who need to make more rapid gains."

Commenting on the decision to purchase a district-wide license, Ms. Rhodes said, "We want to rapidly increase the literacy levels throughout the District and believe that the Scientific Learning programs and products offer us the best approach to helping students reach their academic potential. By purchasing a district license with all of these offerings, we have the flexibility to determine which program or product will be most beneficial for each of our students, depending upon their individual abilities and needs."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Educators can track the progression of each student through the Company's patented Internet and database technologies. The Company's products also include the award-winning Away We Go! family of skill-building software and storybooks, which is designed for developmental ages four to seven, and Reading Edge™, a computerized reading assessment product that is designed to evaluate a student's progress in phonological awareness and other early reading skills, and BrainConnection.com, a web resource offering the latest news on how the brain learns.

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on the Fontana Unified School District, contact Lori Rhodes at 909-357-5000, ext. 7100.

Except for historical information contained herein, this news release contains forward-looking statements that involve risks and uncertainties that could cause actual outcomes and results to differ materially. These risks and uncertainties include market acceptance of products, product competition, and reliance on intellectual property rights, as well as other risks detailed from time to time in the Company's filings with the SEC, including its filings on Forms 10-K and 10-Q.

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**Pottstown, Pennsylvania School District Officials See Financial Savings
Through Use of Fast ForWord® Reading and Language Programs**

**Dramatic Gains in Language and Reading Lead School Officials to
Predict Savings That Will Benefit All Students**

Berkeley, CA, May 11, 2000 -- Scientific Learning Corporation (NASDAQ: SCIL) today announced that the Pottstown, Pennsylvania school district expects to realize substantial savings through use of the Company's Fast ForWord training programs. Significant student reading and language gains made after training with Fast ForWord programs have led Pottstown, Pennsylvania school superintendent, Dr. Frank Heifer, to predict his district will see significant savings when students with reading difficulties are able to participate more in mainstream classroom instruction.

"We expect to achieve about a \$35,000 savings per student over the course of their education when they complete Fast ForWord and are moved toward regular classroom instruction," said Dr. Frank Heifer, Superintendent of Schools for Pottstown, Pennsylvania.

School officials expect to see more savings as they use the Fast ForWord family of programs in the early prevention of reading problems as well as for improving the reading skills of students in the general education population.

"Schools use the Fast ForWord family of programs because of the rapid gains that it enables students to achieve in language and reading skills," said Sheryle Bolton, President and CEO of Scientific Learning. "The sooner students reach grade level in reading, the better their progress will be across the whole curriculum. For educators who face rising instruction expenses, while also trying to raise overall achievement scores, helping students who are struggling with reading can be one of the fastest ways to benefit the entire school population."

The Pottstown school officials chose to implement Fast ForWord as part of a district-wide strategy to meet new academic standards. Their success with Fast ForWord started last summer, when the district put 39 children through the program. The students, ranging in age from six to 17 and all experiencing difficulty with reading, were enrolled in the daily regimen of

interactive exercises on the computer. Within 29 days, 37 of the 39 students were reading at age-standard levels. The remaining students also showed improvement.

The positive results Pottstown has seen from its use of Fast ForWord translate into more than financial savings for the district. According to school officials, students who experience reading problems often suffer from low self-esteem, which can lead to behavioral problems.

"They learn to cope rather than learn new skills," said Dr. Heifer, referring to the students in a recent Pottstown Mercury News story detailing the district's success with Fast ForWord. "Trying harder just isn't the answer. The program attacks not the symptoms, but the underlying problems."

After the success of the first training program, Pottstown school officials brought the program to Franklin Elementary School. There, the school's speech pathologist, Terry Spitko, reported seeing enormous gains by her students.

Pottstown's assistant superintendent for curriculum, Myra Forrest, added, "They get a whole different attitude from learning. The comments I'm getting from the teachers are that the kids are following directions, they're more accountable, they're picking up vocabulary, all sorts of things." She added, "They're blossoming."

Scientific Learning introduced Fast ForWord in 1997 and Step 4wd™, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd™, a Fast ForWord training program for adolescents and adults; the Away We Go!™ family of skill-building software and storybooks; Reading Edge™, a computerized reading assessment program that is designed to evaluate a student's progress in phonological awareness and other reading skills in grades K-2; and BrainConnection.com.

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web site at www.ScientificLearning.com or call toll-free 888-665-9707. To learn more about how the brain works and how language and reading provide the foundation for all learning, visit www.BrainConnection.com, an online source from Scientific Learning for educators and parents offering the latest information on how the brain learns.

Except for historical information contained herein, this news release contains forward-looking statements that involve risks and uncertainties that could cause actual outcomes and results to differ materially. These risks and uncertainties include market acceptance of products, product competition, and reliance on intellectual property rights, as well as other risks detailed from time to time in the Company's filings with the SEC, including its filings on Forms 10-K and 10-Q.

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Colorado School District to Implement Scientific Learning's Language and Reading Programs and Skill-Building Products in Grades K-12

**District-wide License for Fast ForWord®, Away We Go!™, Reading Edge™
Purchased for All 2,600 Students**

Berkeley, CA, May 9, 2000 -- Scientific Learning Corporation (NASDAQ: SCIL) today announced that Weld County School District Re-8 in Fort Lupton, Colorado will implement the Company's language and reading programs and skill-building products to benefit all students in grades K-12. School officials plan to use the Internet and CD-ROM-based Fast ForWord family of training programs, the Away We Go! family of skill-building products, and the Reading Edge computerized reading assessment product for all 2,600 students in the District.

In 1999, the District implemented Fast ForWord with 50 students in K-12 who were struggling in the reading and language arts curriculum. According to district officials, these students made gains of almost two to two and a half years in reading skills in only six weeks. Based on the results, the District recently purchased an annual site license to use the Company's 4wd™ program to help hundreds of middle and high school students improve their reading skills.

"In our experience, the Fast ForWord programs can benefit students of all ages and abilities," said Dr. Anita Salazar, Superintendent of Weld County School District Re-8. "Before making our decision, we reviewed data from other schools across the country and found that the results at those schools are consistent with the gains made by students in our District."

Among the data reviewed by Weld County District officials were results from entire first and second grade classes in Schaumburg, Illinois.

"Those students, just as our students, made significant improvements in critical pre-reading skills like phonological awareness," said Dr. Salazar. "More than half of the Schaumburg students made observable gains by their teachers in listening skills, following complex directions, and remembering what was said in the classroom. The combination of our own experience coupled with data on students in general education classes nationwide was a powerful factor for us."

Reading experts believe that phonological awareness, or a child's grasp of the speech sounds of language, is the most important indicator of being prepared to learn to read or becoming a better reader.

"We want to rapidly increase the literacy levels throughout the District and believe that the Scientific Learning programs and products offer us the best, scientifically-validated approach to helping students reach their academic potential," continued Dr. Salazar. "By purchasing a district-wide license with all of these offerings, we have the flexibility to determine which program or product will be most beneficial for each of our students, depending upon their individual abilities and needs. We believe the programs and products will help us improve language and reading skills overall, as well as help students who are at risk for academic difficulties."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word™, and 4wd, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Using Scientific Learning's patented Internet and database technologies, educators can track the progression of each student through the Company's training programs. The award-winning Away We Go! family of skill-building software and storybooks is designed for developmental ages four to seven. Reading Edge is a computerized reading assessment product that is designed to evaluate a student's progress in phonological awareness and other early reading skills.

"We are very pleased that the Weld County School District has embraced our language and reading programs and products for all of their students, regardless of age or skill level," said Sheryle Bolton, Chief Executive Officer of Scientific Learning Corporation. "We view this district-wide license as an affirmation, from a valued customer, that we have provided effective programs backed by high-quality technical and training support."

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

Scientific Learning introduced Fast ForWord in 1997 and Step 4word, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd, a Fast ForWord training program for middle and high school students; the Away We Go! family of skill-building software and storybooks; Reading Edge; and BrainConnection.com, an online source offering the latest news and information about how the brain learns.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on Weld County School District Re-8, contact Dr. Valerie Sorensen at 303-857-3200.

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Chicago Public Schools to Implement Internet and CD-ROM-based Fast ForWord® Programs with an Additional 1,000 Students

Benefits in Language and Reading Skills Led District to Place Second Large Order

Berkeley, CA, May 8, 2000 -- Scientific Learning Corporation (NASDAQ:SCIL) announced today that the Chicago Public Schools will implement the Company's Internet and CD-ROM-based training programs with an additional 1,000 students with disabilities who need to improve their language and reading skills. This is the District's second large order of the neuroscience-based technology programs and is based on the benefits of the programs to students who received the training in 1999.

"We found that students using the Fast ForWord program at 22 schools within the District last year improved many of the skills critical to reading and overall academic success, including listening skills, working memory, and word recognition," said Kathy Kinsey, Assistant Director, City-Wide Special Education. "The benefits were reported by principals, teachers, and the parents of students in both special education classes and general education classes."

In the Chicago Public Schools there is no advancement at grades 3, 6, and 8 if students do not meet promotion criteria. A mandatory summer school program is in place as well as an after-school "Lighthouse Program" to help students who need to improve their language, reading, and math skills.

"We needed an approach that would engage our first and second grade students in the learning process," said Mrs. Rita Gardner, Principal of Shields Elementary School. "Fast ForWord helped our students improve their listening and processing skills. Overall, the students gained a tremendous amount of self-esteem and are now much more attentive in class."

Ninety-six percent of the more than 2,000 students enrolled in Shields Elementary School come from non-English speaking homes. In the spring of 1999, 20 students in the first grade and 20 students in the second grade were identified by their teachers as "at risk" for academic difficulties and trained on the Company's Fast ForWord training program. Another 33 first-graders began the training in the fall.

"For many students who use English as a second language, there are gaps in their phonological awareness skills that are often not addressed in the earlier grades," said Mrs.

Gardner. "These students are bright, but have difficulty learning. Fast ForWord helped unlock critical learning skills for our students and enabled them to benefit from the reading and language arts curriculum."

According to education experts, phonological awareness, an understanding of the sounds of language, is the most important indicator of being prepared to learn to read quickly and well.

"I am very pleased that we will be able to use these training programs with more students this year," continued Mrs. Gardiner. "They use a scientifically validated approach, both to prevent problems from developing, as well as to help those students who are at risk for being retained from grade advancement."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word™, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Using Scientific Learning's patented Internet and database technologies, educators can track the progression of each student through the Company's training programs.

"We believe that Fast ForWord has made a real impact on the literacy level within our school system," said Paul Vallas, CEO of the Chicago Public Schools. "This justified our decision to expand the use of the programs with additional students."

"Educators nationwide are becoming increasingly aware of the benefits of these training programs to students of all ages and abilities," said Sheryle Bolton, President and CEO of Scientific Learning Corporation. "The confidence placed in our programs by the Chicago Public Schools demonstrates how the latest advances in brain research and technology are providing educators with the tools to reach students who have the potential for much greater academic success."

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

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To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on the Chicago Public Schools, contact Jeff Burdick, Office of Communications, 773-553-1620.

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**Houston Public School Study Shows Internet and CD-ROM-based Step 4word™
Produces Rapid Gains in Reading Skills in Just Six Weeks**

**Results from Cornelius Elementary School Presented at
National Association of Elementary School Principals Conference in New Orleans**

New Orleans, LA, March 22, 2000 -- Results of a study of 32 elementary school students in Houston, Texas showed that the Internet and CD-ROM-based Step 4word program developed by Scientific Learning Corporation (NASDAQ:SCIL) produced dramatic gains in reading skills in only six weeks of training. In a presentation yesterday to the National Association of Elementary School Principals in New Orleans, LA, Mr. Samuel Stillwell, Vice-Principal of Houston's Cornelius Elementary School, and Dr. Steven Miller, Vice President of Research for Scientific Learning, reported gains of one to two years in reading skills for students who had been in the lower average range in reading prior to the six-week program.

Commenting on the improvements made by the students, Mr. Stillwell said, "Our standardized measures showed that after Step 4word the students tested well within the normal ranges in critical reading skills such as letter-word identification, decoding, and passage comprehension."

"These gains of one to two years provide an opportunity for students to catch up with their grade level peers during the current academic year," said Dr. Miller.

The students, in grades 3-5, trained on Step 4word for 90 minutes a day, five days a week, for six consecutive weeks. As part of the training, which began in the fall of 1999, Cornelius Elementary School faculty and staff implemented pre-tests using the Woodcock Johnson Test of Achievement-Revised (WJ-R), a widely used, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. The 32 students who completed the six-week training were post-tested with the WJ-R at the end of the training program. Those test results showed the one to two-year gains in reading.

The students in the study had been identified by their teachers as "at risk" for academic difficulties in April, 1999 and had previously completed another Scientific Learning program, Fast ForWord®, prior to the summer. For that program, the school also conducted pre-and-post tests, which showed gains for these students of one to two years in oral language skills that are critical to reading.

"We found that Fast ForWord gives students who are struggling in the reading and language arts curriculum a strong foundation in the language skills critical to reading. Step 4word builds upon those language skills to accelerate the rate at which students learn to read," said Mrs. Rhelda Ball, Principal of Cornelius Elementary School. "The Step 4word program works on thinking, listening, and reading skills, but with a special focus on reading skills such as word decoding, visual word recognition, understanding of sound-letter correspondence, and visual tracking."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Educators can track the progression of each student through Scientific Learning's patented Internet and database technologies.

In the Houston Independent School District, there is no advancement at grades 1 through 8 if students do not meet promotion criteria. To avoid retention of students who are struggling, the district is focusing on new efforts to attack the specific problems that have kept their achievements from reaching grade level.

"The Fast ForWord and Step 4word programs have proven to be a powerful combination for students at Cornelius Elementary school," said Mrs. Willie Mae Evans, District Superintendent of the South Central District in Houston. "They have allowed students to gain the knowledge and skills needed to be successful in reading on a daily basis."

"Through the latest advances in brain research and technology, educators now have the tools available to immediately impact a student's ability to achieve greater academic success," said Sheryle Bolton, President and Chief Executive Officer of Scientific Learning.

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

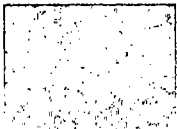
Scientific Learning introduced Fast ForWord in 1997 and Step 4word, formerly known as Fast ForWord Two™, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd, a Fast ForWord training program for middle and high-school students; the Away We Go!™ family of skill-building software and storybooks; Reading Edge™, a computerized reading assessment program that is designed to evaluate a student's progress in phonological awareness and other reading skills in grades K-2; and BrainConnection.com, an online source offering the latest news and information about how the brain learns.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on Houston Independent School District, contact Terry Abbott, Press Office, 713-892-6393.

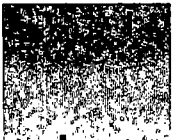
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Ability to follow directions

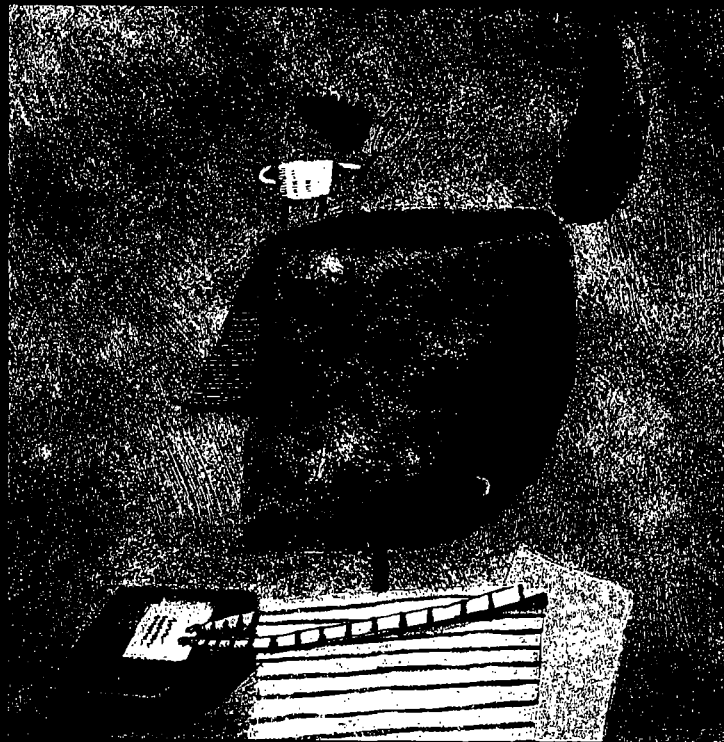
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A Web resource from Scientific Learning

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Sheryle Bolton

Ms. Bolton joined Scientific Learning Corporation ("SLC") in 1996 as President and Chief Executive Officer. Scientific Learning is a neuroscience company founded in 1996 to develop and commercialize technology products based on scientific discoveries on how the brain learns. SLC has developed patented technologies that significantly increase language, reading, and organizational skills in a period of weeks. These CD-ROM and Internet products are now used in public schools and private clinics throughout the United States. SLC became a public company in July 1999 (NASDAQ:SCIL).

Ms. Bolton has more than 25 years of management experience. She is particularly experienced in managing online and technology businesses. In 1994, she joined Physicians' Online, one of the first advertiser-supported online information services, as President and COO. She has also consulted for domestic and international clients on all aspects of Internet-based businesses. Ms. Bolton's experience also includes senior management responsibilities at Rockefeller & Company, a global investment management firm, and five years as Vice President, at Merrill Lynch Capital Markets, Investment Banking Division.

She began her career as a teacher of English as a second language in Africa and a language arts teacher in Georgia public schools. Ms. Bolton is a graduate of the University of Georgia with a bachelor's degree in English and a master's degree in Linguistics. She also earned a Master's of Business Administration from Harvard Business School.

In addition to being a Director of Scientific Learning, Ms. Bolton is also a Director of HealthCentral.com, a consumer health care information service, and a Director or Trustee of several mutual fund families of Scudder Kemper Investments, Inc.



Scientific
Learning™

For Immediate Release

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**Results from New York City Elementary School Study Lead to
Expanded Use of Fast ForWord® and Step 4word™ Training Programs**

**Reading Gains of Two to Four Years and Increases in City-Wide Achievement Scores Cited
By School Officials as Basis for Larger Implementation of Programs This Summer and Fall**

Queens, NY, July 25, 2000 -- Two hundred students in New York City are now participating in a summer school training program following results of a study with 52 students using the Fast ForWord and Step 4word language and reading programs developed by Scientific Learning Corporation (NASDAQ:SCIL).

According to school officials, the larger summer program follows an earlier study of elementary school students at PS 87 in Queens that reflected notable gains in reading and achievement scores on city-wide tests. In that study, a number of students who could not read prior to using the language and reading programs were reading within just four to eight weeks of the training. Gains for those students averaged two to four years. Standardized tests implemented six months after the training revealed that the gains had been maintained and that many students were reading at grade level.

These gains led school officials to expand use of the programs during the 2000 summer school, as well as in the upcoming academic year. One hundred students from PS 87 and one hundred students from other schools in New York City are now participating in the summer Fast ForWord training. According to school officials, PS 87 will continue its use of Fast ForWord in the fall with nearly one-third of the school's 400 students.

"Gains made by second, third and fourth grade students who were not reading prior to using Fast ForWord were the best I have seen in all my years in education," said Mrs. Arlynn Brody, Principal of PS 87 in Queens, the host school for the summer Fast ForWord training. "Half of these students were reading in only four to eight weeks, and the other students made significant improvements in language skills that we know are critical to reading."

In that earlier study, 52 students who used Fast ForWord in September 1999 and in February of this year were tested using a variety of standardized reading indicators. According to Mrs. Brody, for students who were reading at the end of the training period, the gains ranged from two to four years in reading ability.

"In 30 years as an educator, I have never used a program where my students achieved such profound breakthroughs," Mrs. Brody continued. "The students who are now reading at grade level after Fast ForWord training have joined their peers in general education classes and no longer require special assistance. Students who made significant improvements with Fast

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www.ScientificLearning.com

ForWord, but were still not reading at grade level, used the Step 4word program to further improve critical reading skills such as letter-word identification, decoding, and passage comprehension. In addition to the reading gains, teachers also observed improvements in listening skills, following complex directions, and remembering what was said in class.”

“I know that Fast ForWord helped raise city-wide achievement reading scores by more than 15 per cent this year at PS 87,” Ms. Brody added, “and we expect the program to help summer school students rapidly improve their reading skills. We want to increase literacy levels throughout the city schools, and we believe that these programs can help. Thanks to support from our district superintendent, our borough president, and our city councilman, we now have the tools to help these students improve their academic performance.”

The school also used the Company’s computerized Reading Edge™ assessment to help identify the candidates for summer school who would most benefit from using the Fast ForWord program. “We are now broadly using Reading Edge to evaluate a number of skills that are the best indicators of future reading achievement, such as phonological awareness, decoding, phonological memory, and letter identification, so that we can identify students who need attention quickly,” Ms. Brody explained.

The school uses the Company’s Away We Go!™ skill-building software to help younger students. “For students in grades K – 2 who are struggling with the language skills critical to reading, the Away We Go! exercises and stories provides a good start,” said Mrs. Brody.

Scientific Learning’s family of training programs for language and reading, which includes Fast ForWord, Step 4word, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student’s skill level. Educators can track the progression of each student through the Company’s patented Internet and database technologies. The Company’s products also include the award-winning Away We Go! family of skill-building software and storybooks, which is designed for developmental ages four to seven, and Reading Edge™, a computerized reading assessment product that is designed to evaluate a student’s progress in phonological awareness and other early reading skills.

“We are very pleased that our programs and products are having such a great impact on the school’s ability to help its students rapidly improve their academic performance,” said Sheryle Bolton, Chief Executive Officer of Scientific Learning. “Innovative educators like Arlynn Brody are to be commended for applying the latest advances in brain research and technology to accelerating the learning process.”

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

To learn more about Scientific Learning’s neuroscience-based products, visit the Company’s Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information about PS 87 in Queens, New York, contact Arlynn Brody at (718) 326-8243.

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Scientific
Learning™

Scientific Learning Corporation

Founded in 1996, Scientific Learning combines the latest in brain research, technology and education to create programs, products and services that develop and enhance learning and communication skills.

Scientific Learning's award winning skill building software products including, Away We Go!™, Away We Go! Bookshelf™ and Reading Edge™, are designed to evaluate and develop early reading skills through a series of games and stories on CD-ROM.

In addition, Scientific Learning's BrainConnection.com is an online source for the latest news and information about how the brain works, how people learn and how neuroscience discoveries from around the world relate to our daily lives.

Based on over twenty-five years of neuroscience research, Scientific Learning's family of training programs use patented technology to target the language and reading skills widely recognized as the key to all learning. Each program's interactive exercises integrate CD-ROM and Internet technology to create an ongoing monitoring system that adapts to the progress of each student.

The company's training programs are offered through professionals in private practice and educators in public and private schools across the United States. Participants spend 90 to 100 minutes a day, five days a week, for four to eight weeks with these adaptive exercises as they train the brain to develop language and reading comprehension, phonological awareness, organizational skills, listening and overall communication skills.

In March of 1997 the Company launched its first training program, Fast ForWord®, an Internet and CD ROM program that develops the fundamental language skills that are the building blocks for reading success.

In 1998, Step 4word™, (formally Fast ForWord Two) a program designed to rapidly build the skills critical for learning to read or become a better reader, was released.

The following year the Company introduced 4wd™, an interactive program designed for middle and high school learners to reinforce and strengthen basic language skills and develop critical reading skills.

To date, tens of thousands of individuals have achieved gains of one to two years in language or reading skills with Scientific Learning's training programs. Numerous independent studies as well as detailed research outcomes data consistently confirm the effectiveness of these programs. Publications including, the New York Times, the Los Angeles Times, Newsweek, Time and others have reported on the powerful science behind the Company's programs as well as the success experienced by students across the country.

Scientific Learning went public in July of 1999 and is currently being traded on the NASDAQ (SCIL). Today, the Company continues to research the latest developments in neuroscience, technology and performance.

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TIME

RETRAINING YOUR BRAIN

**How one company is using a new
neurological theory to ease language
and reading problems**

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RETRAINING YOUR BRAIN

How one company is using a new neurological theory to ease language and reading problems

By JOHN GREENWALD

WHAT? WHEN NICOLE DAVIS was six, that was her standard reply to even the simplest question. Although seemingly bright, she lagged far behind her peers in speaking and reading and had a hard time making friends. Two years of private speech therapy had failed to bring her up to speed. So her mother Donna enrolled her in "Fast ForWord," a powerful video-game program developed by Scientific Learning Corp. of Berkeley, Calif., to aid children like her who cannot process the sounds of language fast enough to comprehend normal speech. Nicole spent six weeks of intense game playing at a speech clinic in New Jersey, emerging "like a different child," Donna Davis says. Today the ebullient second-grader chatters away with classmates, gets good grades and has stellar reading skills. As Nicole puts it, "I like to write stories and poems, read books and play with my friends."

The software that allowed Nicole to shine represents a promising application of recent and remarkable discoveries about the power of the brain to learn new tricks. Scientists are finding that the

brain is "massively plastic"—not rigidly fixed like a computer chip—and can rewire itself throughout life with the help of rigorous training. The Fast ForWord games are like mental aerobics—designed to strengthen weak connections in those parts of the brain that support language skills.

The remarkable plasticity of the brain has put scientists in hot pursuit of novel ways to treat a host of ailments. "What we are is a product of learning progressions in the brain," says Michael Merzenich, a neuroscientist at the University of California, San Francisco, and a co-founder of Scientific Learning. "A lot of people are thinking about how to use intensive training to remediate the impairments of mankind."

The discovery also represents a business opportunity. Scientific Learning is an education start-up that plans to launch an initial public offering in mid-July. The company, which lost \$10.7 million on sales of \$5.1 million last year, has targeted language and reading skills at a time when an estimated 16 million U.S. youngsters between the ages of four and 13 have reading problems. The vast but fragmented market for reading improvement already encompasses clinics, homes and

schools. Leading companies range from niche players like Lindamood Bell Learning Processes (1998 revenues: \$11 million) of San Luis Obispo, Calif., which operates centers for children with learning disabilities, to the Learning Company (1998 revenues: \$839.3 million), the producer of Reader Rabbit and other educational software that Mattel acquired in a \$3.5 billion stock swap last spring.

Scientific Learning scored its biggest coup in May with a pilot project to provide Fast ForWord to the Chicago public school system. Right now, private clinicians are the chief providers of Fast ForWord training, which can cost more than \$2,500.

While Fast ForWord hasn't helped everyone, it has shown remarkable success with many kids who suffer from a condition known as central auditory processing disorder. People with this ailment, which may afflict up to 4 million primary and secondary school students, have difficulty distinguishing between phonemes—the basic building blocks of language—and particularly between consonants like *b*, *d* and *p*, which fly by in milliseconds during conversation. The condition may also retard reading, since the children can't easily match up the in-



LISTEN UP: Games aim to clarify basic language sounds

distinct sounds they hear with the letters on a page.

The Fast ForWord games attack this problem by training youngsters to distinguish among phonemes, first at artificially slowed speeds and then at normal rates of speech. The kids click their mouses on animated screen games to identify what they hear. The training is intense—students must sit before computers for 100

min. a day, five days a week for four to eight weeks—because it takes sharply focused attention to rewire a brain. Last fall, Scientific Learning rolled out Fast ForWord II for children who can use additional training. (Parental disclosure: this writer's 12-year-old son Billy made welcome strides in both programs.)

How well does it work? Scientific Learning's studies of 1,000 users claim

that 90% of them gained an average of 1.5 years to two years in such skills as following directions and understanding complex sentences. But the company does not yet know why some children benefit more than others, or why some may not benefit at all. "There is no silver bullet," warns Reid Lyon, the head of child development and behavior studies at the National Institute of Child Health and Human Development, which is conducting a five-year study of Fast ForWord and other remediation programs.

Scientific Learning's harshest critics charge that it hasn't done its homework. For example, many speech experts contend that reading difficulties arise from a failure of the brain to translate sounds into language, not from an inability to detect clear sounds, as Scientific Learning maintains. The company's own studies have "never been done with proper controls" to test its theories, argues psychologist Michael Studdert-Kennedy, chairman of Haskins Laboratories, a leading center for the study of speech and language at Yale University. Replies Paula Tallal, a neuroscientist at Rutgers University's Newark, N.J., campus and a co-founder of Scientific Learning:

"What matters in the end is, does it work? Not, do we agree on theory?"

Gratified administrators at the Elim Christian School outside Chicago would endorse that view. Fast ForWord has worked for most of the 40 or so Elim students who have completed the program, says Linda Kleyn, director of network services at the school. That persuaded the Chicago system to give Fast ForWord a try.

Still, Scientific Learning will have to be boffo to win broad acceptance in a market marked by fierce competition, feuding theorists and frequent disdain for the profit motive. But the payoff for any company that can help kids overcome barriers to learning must be measured in more than dollars. "Boy, if you can increase the confidence of students in their own ability, you can affect a change in their lives," says Kleyn. Back in New Jersey, Nicole Davis might want to write a poem about that.

A SOUND APPROACH

Scientific Learning theorizes that the brain of a child with central auditory processing problems can be reprogrammed. How they do it:

AUDITORY CORTEX

BEFORE

The neural circuits that support language are poorly connected and weak (as represented by black dots)

EXERCISE 1

Two words whose sounds differ only by their first letters appear on a computer screen. The child must select the one he hears through his headphones

EXERCISE 2

He sees different colored shapes on the screen and must follow the directions he hears

EXERCISE 3

He clicks on a figure and hears a word like "pet" and must click on others to match the same word

AFTER

A successful training course strengthens the weak connections, enabling the child to process sounds rapidly

Training exercises: Words are first artificially slowed down and then gradually speeded up to the rate of normal speech

Source: Princeton Speech and Language Center
TIME Graphic by Ed Gabel

HE HAS GRANDER dreams than eliminating accents. McClelland suggests that neural circuits that bypass conscious aware-

ness might underlie racial and other stereotypes. Perhaps the sight of, say, Asian features triggers in some people a cascade of electrical impulses leading directly to the cluster of neurons that mean fear or hate. "We could think about structuring situations to present a stimulus that originally elicits the fear response, and then train the brain to have a different reaction," McClelland suggests.

No brain book is complete without a diagram showing which regions are zoned for what function. Neuroplasticity acts like a fickle zoning board. A chunk of the brain's real estate may, from birth, have been designated "the region where sensations on the right pinkie register." But experiences can rezone the brain. Learning to read Braille expands what's called the cortical representation of the fingertips. Playing a string instrument increases the area that receives input from the fingering hand. Sometimes this creates problems. Intense piano practice can fool the brain into using a single chunk of neural real estate to process sensation from several fingers, rather than giving each its own bit of cortex. The result is a condition called focal hand dystonia, in which the sufferer cannot raise her forefinger, for instance, without the middle finger's curling

or rising up too. After repetitive and near-simultaneous stimulation of the fingers—think "Flight of the Bumblebee"—"the brain begins to interpret signals from one finger as coming from several," says UCSF's Nancy Byl. She is exploiting neuroplasticity to retrain the cortex. By having patients trace designs on first one finger, then another, and handle little objects like buttons or keys, Byl

would have to stop coddling the affected arm. Instead, in what Taub calls constraint-induced (CI) movement therapy, therapists have patients do exercises like grasping objects and fitting pegs into holes with their bad arms. CI therapy, says Taub, seems to recruit intact areas of the brain to take over from damaged regions—in this case, regions responsible for moving an

arm. "The sling that we use to constrain the good arm is not a magic talisman," says Taub. "The only thing it does is induce repetitive use of the affected limb, which in turn induces cortical reorganization. The area responsible for producing movements of the affected arm more than doubles in size." CI therapy has restored function to patients as much as 21 years after their strokes. "With determination and repeated acts of

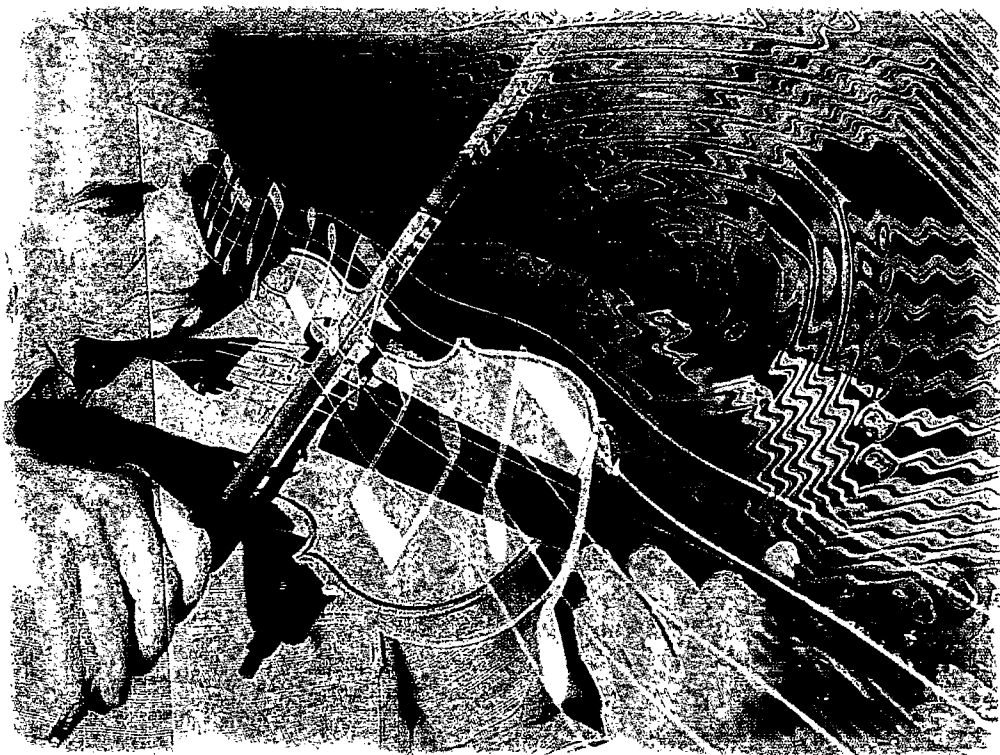
will, some people can change how their brain functions," says Taub.

There are limits to neuroplasticity, of course. It probably can't overcome mental retardation, for instance, or give a klutz the body control of Michael Jordan. But the fact that it exists at all was hardly suspected just a few years ago. Now neuroscientists are on the cusp of the unthinkable: figuring out how people can create the brain they want.

With ERIKA CHECK

trains their brains to process input from each finger separately once again. Cortical retraining also holds out hope for more common afflictions. "The impact of Alzheimer's disease could be postponed if we used brain plasticity to reroute neurons" around damaged areas, says Kaas. The idea is to perform the neural version of an electrician's wiring a shunt around the damaged part of an electrical circuit.

Plasticity is also the basis for a promising new therapy for stroke. Psychologist Edward Taub of the University of Alabama at Birmingham reasoned that if you constrain the unaffected arm of a patient whose stroke has immobilized the other arm, he



Newsweek

January 1, 2000: \$3.95

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Rewiring Your Gray Matter

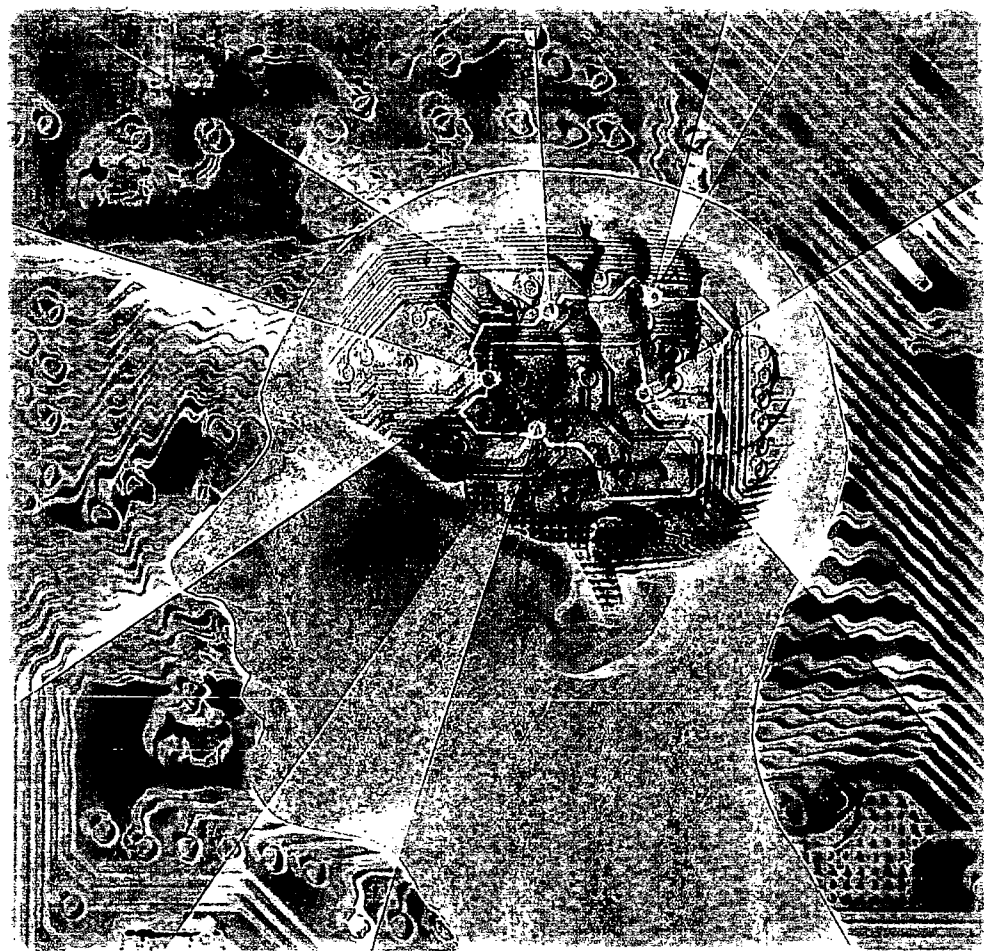
The brain: You can teach an old brain new tricks. Neuroplasticity promises to give a whole new meaning to 'changing your mind.' **By Sharon Begley**

Rewiring Your Gray Matter

The brain: You can teach an old brain new tricks. Neuroplasticity promises to give a whole new meaning to 'changing your mind.' **By Sharon Begley**

LADIES AND GENTLEMEN, children of all ages!" booms the cartoonish little ring-master on the computer screen. "Welcome to the Circus Sequence game!" Although it has all the earmarks of a typical educational CD, once Circus Sequence and the other six games that make up Fast ForWord get past the words of welcome, they sound decidedly odd—and for good reason. The players are otherwise normal children 4 to 14 who cannot distinguish between similar short sounds, like "da" and "ka." They have trouble linking written words with sounds, and therefore with learning to read. So when the computer asks the players to "point to rake" when a picture of a lake is also offered, or to release the cursor over a flying pig when a series of spoken "g's" is interrupted by a "k," it stretches out the target sounds. The usual .003-second difference between "day" and "bay," for instance, lasts several times that long. And with this simple trick, Fast ForWord does something quite a bit more revolutionary than your run-of-the-mill educational CD: it rewires brains.

In 1989 President George Bush signed a resolution declaring the 1990s the Decade of the Brain. Neuroscientists lived up to the advance billing. In the '90s they used neuroimaging to locate regions of the brain associated with everything from recognizing faces to playing Tetris. They linked genes to mental illnesses and to Alzheimer's disease and Parkinson's. They discovered molecular changes that underlie memories. Of all the finds, though, one is rewriting the



textbooks. It is the dawning realization that a brain older than three years is not the rigid structure that scientists long thought, but a malleable, "plastic" organ. "Ever since the 1950s one of the great themes in neuroscience had been that neurons in the cortex matured during a critical period in the first few years of life, and that the brain's organization did not change much after that," says neurobiologist Michael Merzenich of the

University of California, San Francisco. But a flood of discoveries shows that the brain continually reorganizes itself. It's called "neuroplasticity." And it means that "you create your brain from the input you get," says Paula Tallal, codirector of the Center for Molecular and Behavioral Neuroscience at Rutgers University in Newark, N.J.

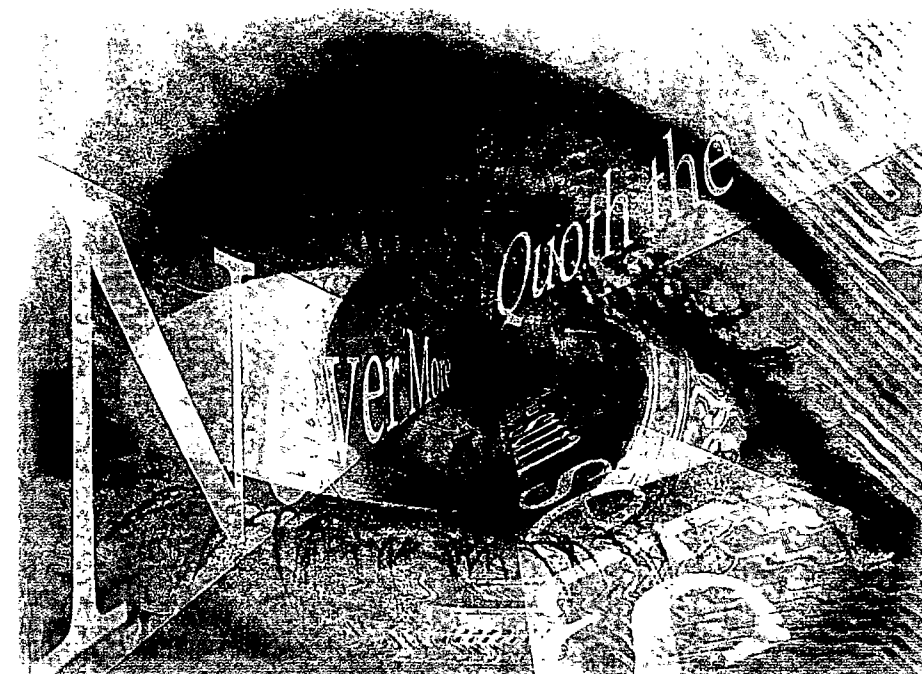
Creating brains: neuroscientists are not immune to millennium dreams. They

Aid to education: 'In 10 to 15 years every school ... will be able to deliver help based on brain plasticity'

imagine that in the new century they will master "directed neuroplasticity," that is, they will figure out what sequence of specific inputs changes the brain in desirable ways. Through special brain exercises, they hope, they will be able to untangle our circuits to relieve depression, cure learning disabilities, rehabilitate stroke victims, postpone the worst of Alzheimer's disease—even undo the brain wiring that supports racism. With hardly a glance back at "A Clockwork Orange," they foresee astonishing possibilities for teaching old brains new tricks. Says Jon Kaas of Vanderbilt University: "Once we understand the mechanisms of neuroplasticity, we could give people the tools to maximally alter their brains in ways they want."

Improved learning based on neuroscience may be the first dream to be realized. Educators, for the most part, ignore (or are ignorant of) the mechanisms by which the brain changes so that it is capable of, say, deductive logic. But make no mistake: the brain capable of logic is physically different from the brain that is not. Tallal and Merzenich figured out that a brain that cannot recognize the differences between the sounds of "gee" and "key," or "zip" and "sip," is different from a brain that can. With Fast ForWord, made by Scientific Learning Corp., they set about changing the brain so that it recognizes such lightning-fast phonemes. Some 500 school systems have bought the program, and 25,000 children have been trained on it for 100 minutes a day, five days a week. After six to eight weeks, "90 percent of the kids who complete the program made 1.5 to two years of progress in reading skills," says Tallal.

They hope to exploit brain plasticity for other kinds of learning. "Just as we can now fix the brain's way of connecting oral language with the written word, so I think we will find the keystone that underlies mathematical ability," Merzenich says. "Ultimately, this strategy will lead to neu-



rosience-based education. In 10 to 15 years this will be everywhere, and every school will be able to deliver help based on brain plasticity."

"Learning" doesn't mean only academics: neuroplasticity might become the latest weapon in a coach's arsenal. Highly precise, patterned movements, whether dribbling a soccer ball or driving a golf ball 200 straight yards, seem to arise from dedicated brain circuits. When researchers led by Leslie Ungerleider at the National Institutes of Health scanned the brains of people who were tapping their fingers in a complicated sequence that they had practiced for weeks, they got a surprise. "A larger area of motor cortex becomes activated than when they perform sequences they haven't practiced," says Ungerleider. In the adult brain, this suggests that "experience does have effects. It leads to expanded representations of skilled movements." These representations—neural circuits—command the body to carry out a sequence of movements, much as the scrolls in a player piano com-

mand keys to move. If neuroscientists figure out how to create these circuits, as they have figured out how to create circuits crucial to reading, the hit-or-miss training of today could give way to more efficient, neuro-based techniques.

Just as the brains of the Fast ForWord kids lack the circuitry to distinguish "bay" from "day," so native Japanese speakers lack the circuitry to distinguish "ra" from "la" (though Japanese newborns, like every normal newborn, can tell the difference). The reason is that Japanese makes no distinction between the sounds; a brain born with the ability to hear the difference forgets how. But neuroplasticity can be harnessed to reverse the change. James McClelland of the University of Pittsburgh had Japanese adults listen to a computer repeat two English words over and over in random order: "road, road, load, road, load," etc. The subjects indicated on a keyboard which word they had heard. Their ability to distinguish "r" from "l" "jumped significantly" after training, McClelland reported.

dyslexics - appear to function differently than those of normal readers, researchers at Wake Forest University Baptist Medical Center recently discovered.

In any case, the brain is so attuned to speech that even for those who grew up without any ability to hear, the neural circuits that handle their sign language still are those usually crucial for any spoken tongue.

Nonetheless, when reading English, those same deaf people appeared to use a different part of their brain than hearing people did.

None of the language structures on the left side of the brain were activated. Instead, regions of the right parietal and temporal lobes lit up, reflecting perhaps a greater sensitivity to visual and spatial skills when responding to the shape of a letter.

Researchers aren't certain what the difference means, only that it may hold one more clue to the mystery of reading.

Another part of the reading enigma can be found in how blind people read Braille, using their fingers to find the meaning in printed characters.

In a study of how people blind from birth read, NIH researchers discovered that the visual parts of a blind person's cortex were activated as the reader's fingers ran across the Braille characters - despite the absence of any visual input.

And when the researchers temporarily disrupted those visual processing areas in the cortex by using special magnets, the blind test subjects made mistakes as they scanned Braille with their fingers, said John Mazziotta, director of the UCLA brain-mapping division.

They reacted as if something had passed in front of their eyes, blocking their view of the letters. In effect, their fingers blinked. Researchers now realize that children learn to read with some of the same neural skills they use to learn to speak, underscoring the critical importance of phonics instruction as part of any classroom instruction.

Scientists also are starting to learn how changing the ability to read may alter the brain itself. A few experts, impatient with the pace of traditional speech therapy and reading instruction, are designing neural therapy to train better readers.

"The more you try with traditional methods, the worse it gets," said Rutgers language expert Paula Tallal, who recently founded a company called Scientific Learning Corporation to market a regimen of computerized instruction for children with reading, writing and overall language problems.

Working with UC San Francisco brain expert Michael Merzenich, Tallal's group created computer games meant to retrain the neurons and synapses of the reading brain. Hidden in the games are special tasks that strengthen auditory processing speed, working memory, phonological awareness and the other skills of fluent reading. Only by repeating the tasks thousands of times for weeks are changes wrought in the structure of the brain.

To date, nearly 10,000 children have taken the four-to-eight week course, with many of them showing improvements of up to two years' gain in their reading level, published research indicates.

But it still may be a decade or more before scientists can confidently design a classroom curriculum based completely on neuroscience, cautioned Reid Lyon, the neuropsychologist who oversees the federal reading research effort.

Despite the avalanche of new scientific knowledge about reading and the brain, Lyon said, researchers are still searching for definitive answers to three basic questions:

- How do people learn to read?
- What prevents people from reading well?
- What can anyone do about it?

Some Reading Disorders

Developmental dyslexia: A person has a problem with speech sounds and decoding single words while reading. The meaning and order of words (syntax and semantics) are understood. Intelligence is not affected and may be in the superior or gifted range.

Language-learning disability: This problem affects all aspects of language, starting at the level of decoding and comprehension. Verbal intelligence is greatly affected and may be in sub-average range.

Acquired alexia: Reading ability is lost or diminished because of trauma, tumor or stroke.

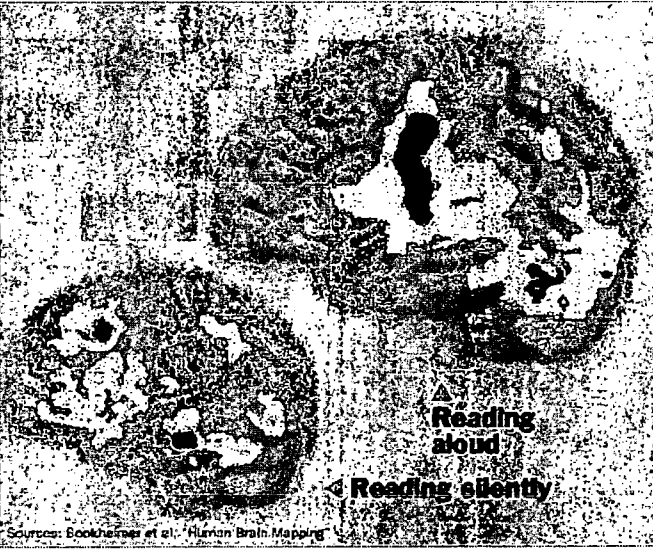
Hyperlexia: The ability to recognize words is significantly better than reading comprehension. Exceptional word-recognition ability is apparent by age 5, but reading comprehension is very poor. Reasoning and abstract problem-solving are difficult.

"Making the connection from the brain to the classroom is a stretch, still," Lyon cautioned. "We are far, far away from looking at what we have learned about the brain to helping teachers understand what to do in the classroom."

The Reading Brain

The brain is designed to talk, not read. To read well, different areas of the brain must decode text by translating letters into the speech sounds. Only then can the brain identify the word the letters represent and draw on the brain's general cognitive processes to find its meaning.

Brains of people with dyslexia process visual movements and patterns differently from normal readers, brain scans show. Highlighted areas indicate greater activity.



In Art of Language, the Brain Matters



By Robert Lee Hotz, Times Science Writer

Discovery: New Techniques let researchers observe neural activity as children read. Understanding how the mind works could reshape classroom instruction.

For generations, teachers have struggled to correct the reading disorders that handicap one in every five Americans with little more than theory and the informed institution of trial and error to guide them.

Now, by probing the neural processing of written words, researchers for the first time are discovering the true character of reading problems.

Surprisingly, they are finding that to every human brain - tailored by evolution to communicate through speech - reading is an unnatural act.

As the eye chases a sentence across the page, the brain must perpetually orchestrate neural systems crafted by nature for entirely different tasks, new research shows. So quickly must the brain work that the difference between a good reader and a poor reader may be measured in thousandths of a second.

Complicating the process are mental differences in how men and women read; in the brains of those who read poorly and those who read well; even between the same person reading aloud and reading silently. And, unexpectedly, the neurological roots of reading problems may develop well before toddlers are ever introduced to the alphabet.

Already scientists are learning to correct reading disorders by directly attacking the neural processing problems that cause them, actually changing the physical structure of the brain. Indeed, several leading brain researchers are marketing computerized training programs that remold a child's crucial neural circuits, taking advantage of the brain's remarkable ability to rewire itself.

These new discoveries offer a glimpse into the future of reading reform, in which classroom instruction would be based on an

intimate scientific understanding of how the brain works. "In the past, educational methods ... have never been based on neuroscience or any research based on an understanding of how the brain actually learns," said UCLA neuro-psychologist Susan Y. Bookheimer, who studies language disorders and the brain. "This is something fundamentally different."

At a time when debates over the best way to teach reading are waged with ideological fervor in elementary school classrooms, the systematic study of the brain offers the best hope of solving the problems caused by learning written language, experts say.

Reading problems affect as many as 8 million children between the ages of 4 and 13, with an additional 800,000 poor readers diagnosed every year, experts at the National Institutes of Health said.

If not corrected by age 9, a reading problem will become a lifetime struggle, according to Yale University studies. New research by Harvard University scientists shows that people diagnosed as poor readers in elementary school still have not caught up on their reading skills even 30 years later.

"In the long run, the only way to make really serious progress is to develop a thorough scientific understanding of what is going on in the brain," said Stanford University neuroscientist David Heeger, who studies how the brain visualizes letters and words.

Such progress does not come easily - or cheaply. The National Institute of Childhood Health and Human Development has been steadily spending about \$21million a year on research projects that so far have studied 38,000 readers. Teaching experiments are underway at 266 schools. But even so, the gap between the laboratory and the classroom remains all but unbridgeable, experts said, due to long-standing disagreements over the ultimate causes of reading failures. In addition, some research is so new that educators simply have not had time to digest its ramifications.

Those who study language and the brain say that poor readers are being diagnosed incorrectly or too late, taught improperly or not intensively enough. Their problems often are misunderstood, even by those trying hardest to help them.

"What we know already from research is not being applied in instruction," said language expert Jack M. Fletcher at the University of Texas-Houston.

Technique Yields Surprising Insights

For the first time, researchers are able to study the living brains of children and adults directly.

This revolution in reading research is being driven in large measure by a new generation of noninvasive imaging techniques that allow monitoring of rapid, subtle shifts in mental activity as people read.

"Scientists are euphoric that we have a technology that allows us to look at brains of people while they are reading," said neurologist Bennett A. Shaywitz, co-director of the Yale University Center for the Study of Learning and Attention. Like UCLA, Yale is using the brain scanners to study children who have trouble reading.

“The imaging technology takes a hidden disability and makes it visible,” Shaywitz said.

The result is a cascade of surprising new neurobiological insights. Scientists are finding that reading:

- Depends on two separate but equally important neural systems involving sound and pictures. The brain reads primarily by translating written characters into the phonological building blocks of spoken language. But the brain also links a memorized picture of a complete written word to its meaning, recalling it in a way that bypasses the need to sound out the word.

- Is a matter of timing. Experts at Rutgers University have shown that to read well, the brain has only a few thousandths of a second to translate each symbol into its proper sound. Most children can process such sounds in less than 40 milliseconds, but language-impaired children may need up to 500 milliseconds - fast enough to speak fluently, but too slow to read well.

- Depends on keeping the mind’s eye in focus. Scientists at Harvard, Georgetown University and Stanford University are finding that minor differences in how the brain handles the visual processing of images, color, fast motion and contrast can impede reading. Again, the speed of the visual processing may be crucial.

- Is different for men and women. Men do not use their brains the same way to read as women do. Yale researchers demonstrated, yet both sexes are equally afflicted with reading troubles. Nonetheless, boys may be diagnosed more often with reading disorders than girls.

- Appears to make the brains of people who read poorly function differently than those who read well, in some ways making them work harder. Yet researchers at Dartmouth, UC Davis and other centers believe that everyone has some trouble adjusting to the written word because it makes such taxing demands on so many different parts of the brain.

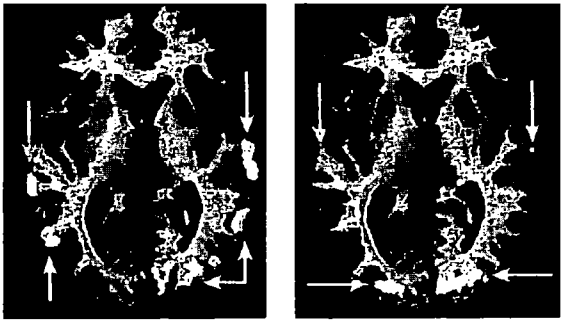
Moreover, reading disorders originate in children much earlier than previously believed - often years before they are diagnosed in school and well after they most readily may be corrected, language experts at UCLA, Harvard, Rutgers and the University of Texas said.

Reading simply does not come naturally to anyone.

And what many reading experts traditionally diagnosed as a learning disability arising from a physical defect may instead result from normal variations in how individual brains work.

Mind Reading

Reading challenges the brain in unexpected ways. new imaging studies show. The highlighted areas in these two PET brain scans show that reading silently and reading aloud involve different parts of the brain’s left hemisphere. Areas of the most intense activity are shown in yellow and red.(as displayed in original art work, shown here by arrows).



Symptoms of Possible Reading Disorders

At home, a child who is at risk for language and reading problems often:

- Misunderstands what is said
- Denies hearing the beginning or middle of a long talk
- Requests that information be repeated
- Gives slow or delayed responses
- Has difficulty telling a story in the correct order
- Has problems finding the right word to say
- Uses imprecise words or phrases
- Uses only a few descriptive words
- Is reluctant to talk

In school, a child with language and reading problems might:

- Have problems remembering or following oral instructions
- Forget the question when called on in class
- Seem to daydream in class
- Do poorly in noisy situations
- Have problems with ambiguous language, idioms or homonyms
- Have problems with phonics
- Have reading or spelling problems
- Have unexplained behavioral problems

“Reading problems are an expression of an entirely normal brain: it is just that different brains have different abilities,” said Judith L. Lauter, director of the Center for Communication Neuroscience at the University of Oklahoma.

Indeed, the simple act of reading a book may be one of the most challenging tasks the brain must perform, the new findings of neuroscience suggest.

“Reading does not just happen,” said UC Davis neurology expert Kathleen Baynes. “It is just a terrible struggle.”

Our Biological Destiny: Speaking Not Reading

The anatomy of reading is shaped by that struggle.Consider a 45-year-old San Jose housewife known to the scientific world as V.J. To cure severe epilepsy, she recently underwent an unusual operation that surgically separated the hemispheres of her brain.

When it comes to reading, she is today of two minds

The left side of her brain can read things it cannot write. The right side of her brain can write things it cannot read.

For researchers investigating how people read, she is starkevidence of the special place that written words occupy in the brain, divided by the learning process into the separate acts of reading and writing that lodge in unrelated neural tissues. Her unusual inner struggle to read and write is a living demonstration of the extremes to which written language drives every human brain. While 90% of right-handers process speech and language in the left side of their brain, about 30% of left-handers - like the patient V.J. - process language in the right side of their brain.

But written language - as V.J.’s condition demonstrates - is scattered across both hemispheres.

Before V.J.’s surgery, her left and right hemispheres worked together seamlessly to coordinate reading, writing and speaking. Now that the halves of her brain can no longer communicate, her left hemisphere attempts to control her language abilities, interfering with her ability to read and write.

Unlike speech, written language is an invention so recent that the brain has yet to develop any dedicated neural machinery to handle it. Consequently, it straddles the brain in a way that language alone does not.

Said Fletcher at the University of Texas-Houston, “Speech is a biologically evolved skill. We have had speech for 4 million years. We have had written language for 4,000 years. We are biologically destined to speak, but not to read or write.”

Neuroscientist Michael S. Gazzaniga at Dartmouth said the efforts of the brain to adapt to the cultural demands of written language have a profound effect on its neural structure. “Reading is an invention that is going to have a different neurology to it than the things that are built into our brain, like spoken language,” he said.

The case of V.J., he said, shows how much learning to read and write alters the brain from the more natural structures that all human brains long ago evolved for spoken language.

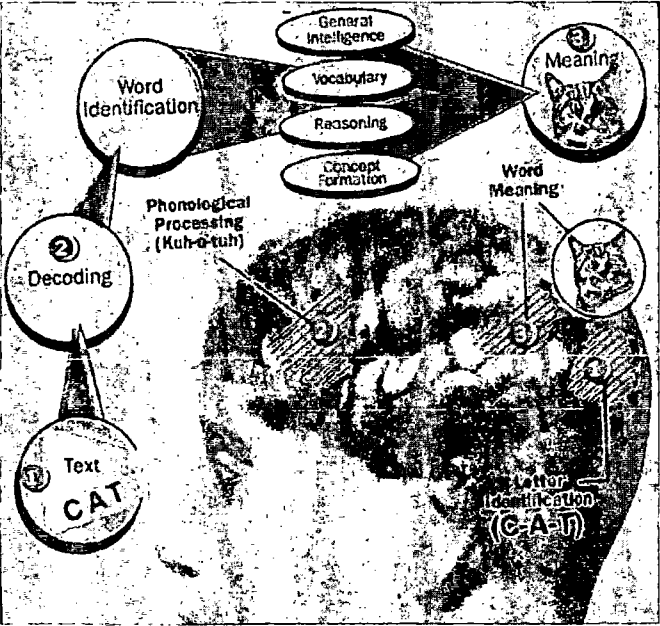
No one is sure why the process of using written symbols to express a thought should be so separated from the process of extracting meaning from those same symbols or what it may mean in terms of reading ability.

“Reading is a bizarre skill - and a very complex process,” said Harvard neuropsychologist Alfonso Caramazza, who studies the neurobiological basis of language.

A Good Reader’s Lopsided Brain

Look at the word “cat.”

Go ahead, read it again.



Now say it out loud.

Could you detect any difference in your mind when you saw it, read it and then spoke it?

Almost certainly not.

But each time, the brain employed quite different neural circuits to perform each task, new brain imaging studies show.

Even as simple a word as “cat” can make the reading brain stumble. Reading comprehension depends on the ability to decode and recognize single words rapidly and accurately. Any mental hesitation can destroy the high-speed flow on which reading depends.

So far, researchers have identified three neural problems that may make it harder for people to read well:

- The inability to identify and sound out properly the internal sounds, called phonemes, that make up words. English depends on the sounds of 44 phonemes and uses only 26 letters to encode them. There are three phonemes in “cat.”Many poor readers have a hard timeprocessing these phonological cues.

- The inability to make those auditory distinctions rapidly enough. Some brains may process information too slowly and may not be able to distinguish between the sounds from which words are composed.

- The inability to quickly resolve the visual patterns of the characters themselves. Some poor readers may stumble because they cannot process visual information fast enough to scan letters on a page.

“Mapping a single letter or cluster of letters to a sound may be the most difficult skill in reading,” said Caramazza at Harvard.

Those educators who have championed phonics instruction are especially heartened by the new research because it highlights the importance of teaching the building blocks of words as part of any schoolreading program.

Scientists are still trying to understand what the brain does that may be unique to reading, as opposed to the more general cognitive chores of memory, attention, pattern recognition, auditory processing and categorization.

The visual process involved in recognizing letters, for example, may make use of older neural circuits that originally evolved for recognizing faces.

“The challenge for the brain is to take these basic building blocks and then assemble them in some way to compute a meaning,” said UC Berkeley linguist George P. Lakoff, who is working on a neural theory of language.

Some brain-imaging studies conducted by researchers at Rutgers have suggested that the left side of the brain is faster at processing information than the right side, which may be an important skill when it comes to separating the sounds embedded in speech into distinct units.

That may be why language generally favors the left side over the right side.

Certainly, researchers have found that children with normal language skills appear to have lopsided brains - the left side is bigger and more active than the right. Children with language disorders appear to have more physically balanced brains, with both hemispheres being of equal size and activity.

Some researchers now believe that such physical differences may arise before birth as the developing fetus is exposed to varying levels of the hormone testosterone.

Even when brains appear to be physically similar, they may function in quite different ways.

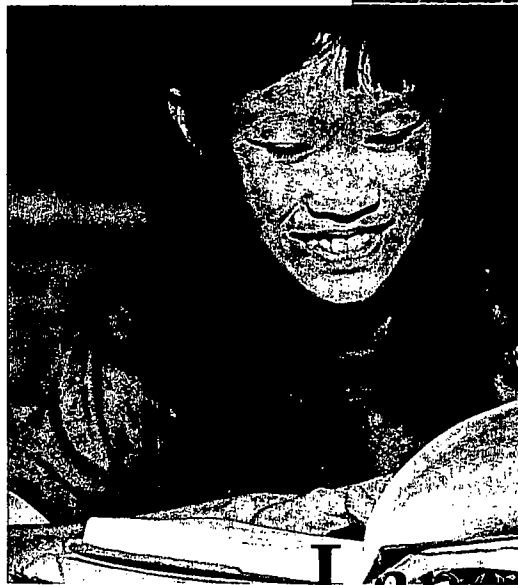
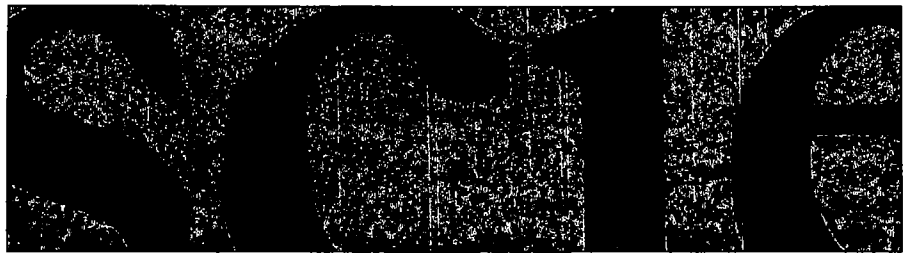
Imaging studies that compared how men and women recognize words, sound them out and extract their meaning found striking variations in how people read, based on their gender.

Men tended to read with the left side of their brain; women tended to activate both sides of their brain.

The Yale researchers who conducted the study believe that those who depend most on the left hemisphere take in text in a more global way. Those who use both hemispheres may take in text bit by bit.

In the same way, the brains of many poor readers - especially

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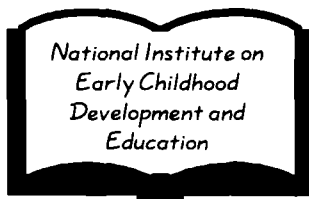
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Early Childhood Digest:

Abril 1999

Familias Latinas: Participando en la educación de sus hijos

Me llamo Lorena, vine de Guatemala a los EE. UU. hace diez años. Ahora tengo un hijo en primer grado y una hija en tercero. Las escuelas en este país quieren que los padres participen en la aprendizaje de sus hijos, pero no estoy segura que hacer. ¡Además, estamos tan ocupados! Las actividades de las escuelas frecuentemente son durante el día cuando estoy trabajando y en la noche necesito quedarme en casa para cuidar los niños. Cuando voy a la escuela, es difícil comunicarme con los maestros porque no hay muchos maestros que hablan español.

Muchos padres latinos se sienten como Lorena. Tienen muchas preguntas. Por ejemplo, ¿Qué significa participar en el aprendizaje de los hijos? ¿Qué puedo hacer en casa para que mis hijos aprendan mejor? ¿Cómo puedo participar en las escuelas preescolares, primarias y secundarias? ¿Puedo confiar en las escuelas?

Estas son preguntas difíciles, pero son preguntas importantes. Una de sus responsabilidades como padre es asegurarse que sus hijos reciban la mejor educación posible. ¡Para hacer esto, necesitan comunicarse participar!

¿Qué quieren las escuelas en este país?

Cuando hablamos de escuelas, nos referimos a guarderías, escuelas preescolares, Head Start, programas de kinder y escuelas primarias. Si usted se crió en Latino-América, el sistema escolar tal vez era diferente. Para poder entender el sistema educativo en los Estados Unidos es necesario que se envuelva en las escuelas y participe. La familia es la influencia más importante en el desarrollo de un niño, y la escuela es la siguiente influencia. Las escuelas esperan que los padres participen en la enseñanza de sus hijos en casa y en la escuela. Usted tiene derecho a preguntar sobre la enseñanza. Sus ideas y preguntas son importantes. La relación entre familia y la escuela influye mucho en el beneficio que su hijo/hija pueda sacar de la escuela.

¿Cómo puedo ayudar con la enseñanza de mi hijo en casa?

- *Los niños aprenden mejor cuando están bien de salud y descansados.* Necesita asegurarse que sus hijos duerman el tiempo suficientemente, visiten con el doctor para las inmunizaciones, mantengan citas con dentistas y asegúrese que sus hijos coman

comidas saludables. La clínica de su comunidad les podrá informar como conseguir estos servicios.

- *Los niños aprenden en todas partes.* En casa, puede enseñar a sus hijos los nombres de cosas como muebles, el refrigerador y el teléfono. En la comunidad puede hablarles de cosas como: los autos, las calles, las tiendas y el clima. Los niños estarán aprendiendo vocabulario, construcción de oraciones y muchas otras lecciones de lenguaje. Debería hacer estas actividades en el idioma que sea más cómodo para usted.
- *Los niños necesitan un ambiente positivo para aprender.* Lleve a sus hijos a la biblioteca, lea con ellos y converse con sus hijos desde pequeños. Limite el tiempo que sus hijos ven la televisión. Es mejor ver programas educativos como "Sesame Street," (Plaza Sesamo), "Where in Time is Carmen Sandiego?" Si sus hijos tienen tarea, ellos necesitan un lugar callado para estudiar. Todas estas cosas les ayudarán mejorar en la escuela.
- *Los niños necesitan tener una actitud positiva hacia la escuela.* Los niños aprenden actitudes de sus padres. Cuando usted hace todas estas cosas para participar en la enseñanza, sus hijos se daran cuenta que la teléfono es importante. Al igual sus hijos comenzaran a valorar la educación. Los mensajes positivos de usted les da a sus hijos son una influencia muy poderosa en el progreso escolar de ellos.
- *Compartan expectativas altas.* Es necesario que desde pequeños se les explica la importancia de un diploma de la escuela secundaria, (high school). Quizas usted tenga esperanzas en que su hijo asista la universidad, sus expectativas altas ayudaran a sus hijos establecer altas metas y alcanzarlas.

¿Cómo puedo ayudar con la enseñanza de mis hijos en la escuela?

- *Usen traductores.* En la escuela, pida un traductor si necesita uno. También puede llevar a un amigo/a que hable inglés y español. Si quiere conversar con la maestra o con otra persona en la escuela, es importante que se entiendan bien.

- *Construyan confianza.* Muchas personas tienen miedo al gobierno y saben que las escuelas son parte del gobierno. Hable con otros padres que hayan participado en las escuelas y informense sobre las experiencias que esos padres han tenido en la escuela.
- *Conozcan los maestros de sus hijos.* Hable con los maestros frecuentemente, incluso cuando las cosas no van bien y cuando no hayan problemas con sus hijos. Pregunte del aprendizaje y del comportamiento. Pregunte sobre lo que usted puede hacer en casa para ayudar a sus hijos aprender mejor. Pregunte como puede participar en la escuela—por ejemplo, ayudando en clase o acompañando la clase en una excursión.
- *Asista las conferencias de los padres en la escuela.* Si no puede asistir durante las horas que indican, llame y pregunte por otra hora que pueda asistir. Las conferencias entre padres y maestros es su oportunidad para preguntar sobre cualquier inquietud. Cualquier otra cosa que quiere saber.
- *Pregunten cosas que quieran saber.* Para comprender la escuela mejor, es importante preguntar lo que quieran saber. ¿Qué puedo hacer para que un niño pare de molestar a mi hijo durante el recreo? ¿Porqué está pintando mi hija en clase cuando yo quiero que aprenda leer? Si entienden lo que está pasando, le ayudará a sus hijos.
- *Recuerde, ustedes son los expertos de sus propios hijos.* Cuando hable con los maestros, puede enseñarles las mejores maneras de trabajar y tratar con sus hijos. Quizas sus hijos trabajan mejor cuando estan sentados cerca del maestro. Tal vez su hija tiene sueño en clase porque hubo una alarma de fuego en su edificio durante la noche. Es mejor para sus hijos si ustedes le dicen al maestro estas cosas. Sus sentimientos y sus opiniones son importantes.
- *Aprenda las reglas de la escuela y de los programas.* Aprenda como afectan los programas escolares a sus hijos y como pueden beneficiar de esos programas.

¿Qué si tengo problemas con la escuela?

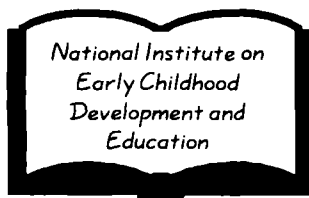
- *Sigan tratando.* Recuerde, los maestros y los directores tienen mucho que hacer, como usted. Si les dicen de un problema y nada cambia, puede ser que se les olvidó o no han tenido el tiempo para resolverlo. Llámenles, o escríbanles una nota. Siga tratando porque si no, nada va cambiar. Pero ellos necesitan escuchar sus problemas. Si piensa que no estan escuchando, hay otras cosas que puede hacer.

- *Citen una junta especial.* Haga una cita para hablar con el consejero de la escuela sobre sus problemas. Si eso no funciona, hable con el director. Quizas usted este molesto, pero recuerde mantenganse calmado.
- *Si no estan de acuerdo, pueden apelar al decisión.* Quizas no estuvo de acuerdo con la decisión de la escuela. Por ejemplo puede ser que pusieron a su hija en un grupo de lectura muy fácil para ella. Tal vez la escuela no contrata suficiente traductores. Ustedes tienen el derecho de apelar estas decisiones. Puede investigar como comenzar el proceso para apelar preguntandole a alguien en la escuela o en la oficina del distrito. Es importante que haga lo que usted considera lo mejor para la enseñanza de sus hijos.
- *Hablen con otros padres y personas fuera de la escuela que los apoyarán.* Su vecindario o alguien en su iglesia puede haber resuelto un problema similar. Unas comunidades tienen organizaciones para ayudar a padres. Pregunte si alguien tiene consejos para ofrecerle. Resolviendo un problema puede ser más fácil cuando tiene ayuda.

Hola, es Lorena otra vez. Ha sido uno desafio, pero este año he participado en la educación de mis hijos. Tenemos una hora callada cada noche para hacer la tarea, y estoy enseñando a mis hijos gozar de la literatura y de hablar. Cuando le pregunté a la maestra, me consiguió un traductor y me ofreció otra cita que podría asistir. Despues de un año de conociendo gente y a la escuela, me siento más cómoda. No fue facil, pero algunos de la facultad fueron muy amables y me ayudaron mucho. Ahora sé que es muy importante participar, espero que ustedes lo sepan también.

Este publicación de Early Childhood Digest fue preparado por Eliot Levine de Harvard Family Research Project (HFRP). Para información de HFRP y otras publicaciones, por favor escriba HFRP, 38 Concord Avenue, Cambridge, MA 02138, teléfono 617-496-4304, o visite nuestro Web site.
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- *Los niños aprenden en todas partes.* En casa, puede enseñar a sus hijos los nombres de cosas como muebles, el refrigerador y el teléfono. En la comunidad puede hablarles de cosas como: los autos, las calles, las tiendas y el clima. Los niños estarán aprendiendo vocabulario, construcción de oraciones y muchas otras lecciones de lenguaje. Debería hacer estas actividades en el idioma que sea más cómodo para usted.
- *Los niños necesitan un ambiente positivo para aprender.* Lleve a sus hijos a la biblioteca, lea con ellos y converse con sus hijos desde pequeños. Limite el tiempo que sus hijos ven la televisión. Es mejor ver programas educativos como "Sesame Street," (Plaza Sesamo), "Where in Time is Carmen Sandiego?" Si sus hijos tienen tarea, ellos necesitan un lugar callado para estudiar. Todas estas cosas les ayudarán mejorar en la escuela.
- *Los niños necesitan tener una actitud positiva hacia la escuela.* Los niños aprenden actitudes de sus padres. Cuando usted hace todas estas cosas para participar en la enseñanza, sus hijos se daran cuenta que la teléfono es importante. Al igual sus hijos comenzaran a valorar la educación. Los mensajes positivos de usted les da a sus hijos son una influencia muy poderosa en el progreso escolar de ellos.
- *Compartan expectativas altas.* Es necesario que desde pequeños se les explica la importancia de un diploma de la escuela secundaria, (high school). Quizas usted tenga esperanzas en que su hijo asista la universidad, sus expectativas altas ayudaran a sus hijos establecer altas metas y alcanzarlas.

¿Cómo puedo ayudar con la enseñanza de mis hijos en la escuela?

- *Usen traductores.* En la escuela, pida un traductor si necesita uno. También puede llevar a un amigo/a que hable inglés y español. Si quiere conversar con la maestra o con otra persona en la escuela, es importante que se entiendan bien.

- *Construyan confianza.* Muchas personas tienen miedo al gobierno y saben que las escuelas son parte del gobierno. Hable con otros padres que hayan participado en las escuelas y informense sobre las experiencias que esos padres han tenido en la escuela.
- *Conozcan los maestros de sus hijos.* Hable con los maestros frecuentemente, incluso cuando las cosas no van bien y cuando no hayan problemas con sus hijos. Pregunte del aprendizaje y del comportamiento. Pregunte sobre lo que usted puede hacer en casa para ayudar a sus hijos aprender mejor. Pregunte como puede participar en la escuela—por ejemplo, ayudando en clase o acompañando la clase en una excursión.
- *Asista las conferencias de los padres en la escuela.* Si no puede asistir durante las horas que indican, llame y pregunte por otra hora que pueda asistir. Las conferencias entre padres y maestros es su oportunidad para preguntar sobre cualquier inquietud. Cualquier otra cosa que quiere saber.
- *Pregunten cosas que quieran saber.* Para comprender la escuela mejor, es importante preguntar lo que quieran saber. ¿Qué puedo hacer para que un niño pare de molestar a mi hijo durante el recreo? ¿Porqué está pintando mi hija en clase cuando yo quiero que aprenda leer? Si entienden lo que está pasando, le ayudará a sus hijos.
- *Recuerde, ustedes son los expertos de sus propios hijos.* Cuando hable con los maestros, puede enseñarles las mejores maneras de trabajar y tratar con sus hijos. Quizas sus hijos trabajan mejor cuando estan sentados cerca del maestro. Tal vez su hija tiene sueño en clase porque hubo una alarma de fuego en su edificio durante la noche. Es mejor para sus hijos si ustedes le dicen al maestro estas cosas. Sus sentimientos y sus opiniones son importantes.
- *Aprenda las reglas de la escuela y de los programas.* Aprenda como afectan los programas escolares a sus hijos y como pueden beneficiar de esos programas.

¿Qué si tengo problemas con la escuela?

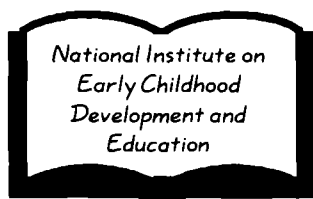
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- *Si no estan de acuerdo, pueden apelar al decisión.* Quizas no estuvo de acuerdo con la decisión de la escuela. Por ejemplo puede ser que pusieron a su hija en un grupo de lectura muy fácil para ella. Tal vez la escuela no contrata suficiente traductores. Ustedes tienen el derecho de apelar estas decisiones. Puede investigar como comenzar el proceso para apelar preguntandole a alguien en la escuela o en la oficina del distrito. Es importante que haga lo que usted considera lo mejor para la enseñanza de sus hijos.
- *Hablen con otros padres y personas fuera de la escuela que los apoyarán.* Su vecindario o alguien en su iglesia puede haber resuelto un problema similar. Unas comunidades tienen organizaciones para ayudar a padres. Pregunte si alguien tiene consejos para ofrecerle. Resolviendo un problema puede ser más fácil cuando tiene ayuda.

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Early Childhood Digest:

April 1999

Familias Latinas: Participando en la educación de sus hijos

Me llamo Lorena, vine de Guatemala a los EE. UU. hace diez años. Ahora tengo un hijo en primer grado y una hija en tercero. Las escuelas en este país quieren que los padres participen en la aprendizaje de sus hijos, pero no estoy segura que hacer. ¡Además, estamos tan ocupados! Las actividades de las escuelas frecuentemente son durante el día cuando estoy trabajando y en la noche necesito quedarme en casa para cuidar los niños. Cuando voy a la escuela, es difícil comunicarme con los maestros porque no hay muchos maestros que hablan español.

Muchos padres latinos se sienten como Lorena. Tienen muchas preguntas. Por ejemplo, ¿Qué significa participar en el aprendizaje de los hijos? ¿Qué puedo hacer en casa para que mis hijos aprendan mejor? ¿Cómo puedo participar en las escuelas preescolares, primarias y secundarias? ¿Puedo confiar en las escuelas?

Estas son preguntas difíciles, pero son preguntas importantes. Una de sus responsabilidades como padre es asegurarse que sus hijos reciban la mejor educación posible. ¡Para hacer esto, necesitan comunicarse participar!

¿Qué quieren las escuelas en este país?

Cuando hablamos de escuelas, nos referimos a guarderías, escuelas preescolares, Head Start, programas de kinder y escuelas primarias. Si usted se crió en Latino-América, el sistema escolar tal vez era diferente. Para poder entender el sistema educativo en los Estados Unidos es necesario que se envuelva en las escuelas y participe. La familia es la influencia más importante en el desarrollo de un niño, y la escuela es la siguiente influencia. Las escuelas esperan que los padres participen en la enseñanza de sus hijos en casa y en la escuela. Usted tiene derecho a preguntar sobre la enseñanza. Sus ideas y preguntas son importantes. La relación entre familia y la escuela influye mucho en el beneficio que su hijo/hija pueda sacar de la escuela.

¿Cómo puedo ayudar con la enseñanza de mi hijo en casa?

- *Los niños aprenden mejor cuando están bien de salud y descansados.* Necesita asegurarse que sus hijos duerman el tiempo suficientemente, visiten con el doctor para las inmunizaciones, mantengan citas con dentistas y asegúrese que sus hijos coman

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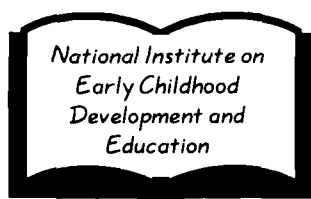
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Early Childhood Digest:

Ayudando a los padres a comunicarse mejor con las escuelas

Mayo de 1999

Este compendio o resumen está basado en información del Estudio sobre la Transición Escolar [School Transition Study] auspiciado por la Red MacArthur de Caminos Exitosos a través de la Infancia Media [MacArthur Network on Successful Pathways through Middle Childhood] dirigido en parte por el Proyecto de Harvard de investigación sobre familias [Harvard Family Research Project, HFRP]

La buena comunicación entre padres y profesores o maestros tiene muchos beneficios. Cuando los padres y los profesores comparten información, los niños aprenden más y los padres y los profesores se sienten más apoyados. La buena comunicación puede ayudar a crear sentimientos positivos entre los maestros y los padres.

Las escuelas y los profesores o maestros saben que la buena comunicación es una parte importante de su trabajo. Los maestros necesitan saber algo sobre la familia, la lengua y cultura de los niños para ayudarles a aprender. Los padres se benefician porque aprenden más de lo que ocurre en la escuela y pueden animar a los niños a aprender en casa. Más importante aun es que los niños se benefician mediante una mejor comunicación porque el contacto entre el hogar y la escuela ayuda a más niños a aprender y a triunfar.

Pero la comunicación entre padres y profesores puede ser difícil también, especialmente cuando los padres se sienten incómodos en la escuela, o no hablan bien el inglés o si son de culturas diferentes de las de los profesores o maestros. Afortunadamente, ambos padres y profesores han desarrollado maneras de facilitar la comunicación. Además de conferencias u otras reuniones en las escuelas, los padres y parientes en el Estudio sobre la Transición Escolar descubrieron maneras creadoras de reunir y de compartir información con los profesores y de sentirse más cómodos al hacerlo.

Comunicar y sentirse cómodo en la escuela

En nuestra investigación, descubrimos que la comunicación es difícil cuando los padres no se sienten cómodos en la escuela o hablando con los profesores o maestros. Según el estudio, algunos padres tuvieron malas experiencias en la escuela cuando eran niños. Otros padres no se han sentido bien recibidos o acogidos por la escuela o el maestro.

Afortunadamente, hay cosas que usted puede hacer para vencer estos obstáculos. Aquí hay algunos ejemplos de cómo algunos padres han llegado a sentirse más a gusto y más seguros de sí mismos. Pero, recuérdense, los padres y los profesores deben verificar primero entre ellos que ambos se sienten cómodos con esos arreglos:

- *Charle con el profesor.* Un padre simplemente pasa por la escuela y charla con la profesora de su hija cuando recoge a su hija de la escuela. A través de estas charlas se han ido conociendo y eso lo hace más fácil en el momento de organizar una conferencia entre padres y profesores.
- *Asóciese a un programa o una actividad para padres en la escuela.* Algunos padres ayudan a una clase de ciencias trabajando en el jardín y ayudando a los niños a ver cómo crecen las plantas. Cuando los padres hacen este tipo de cosas es un modo de decirles al profesor y al niño que a los padres les importan mucho la educación del niño y la escuela.
- *Hable con otras personas que pasan tiempo en la escuela.* Un padre conoce a la enfermera de la escuela y puede hablar con ella cómodamente. Este padre puede aprender más sobre la escuela hablando con otros padres o vecinos quienes conocen la escuela y que pueden darle información.
- *Pase tiempo observando a sus hijos en la escuela.* Una madre se sienta en el aula de clase de su hijo al comienzo del día por unos pocos minutos cuando lo lleva a la escuela. Recibe una impresión de la clase y ve cómo él se comporta con sus amigos y maestra.

Comuníquese desde fuera de la escuela

Nuestra investigación también descubrió que le puede ser difícil a un padre comunicarse con el profesor cuando el padre no puede acudir a la escuela. A veces los padres no tienen un automóvil o alguien que cuide a los otros hijos durante el día mientras visiten la escuela. Otras veces, los padres trabajan durante el día o la tarde o la noche y no pueden ir a las reuniones. Pero la comunicación puede tener lugar sin visitar la escuela.

- *Haga que otros familiares o amigos visiten la escuela.* Una madre ha estado en casa enferma, entonces su padre lleva a su nieta a la escuela todas las mañanas. Algunas veces habla con el maestro o recoge y trae a casa materiales escritos y le dice a la madre lo que ha observado en el aula de clase. De esta manera pasa la información del maestro de la niña a su madre.
- *Hable con el maestro por teléfono.* Una madre trabaja a tiempo completo pero se le permite recibir llamadas en el trabajo. Le dio el número de teléfono del trabajo al maestro de su hijo. Cuando el niño tiene un problema en la clase, el maestro puede llamar a la madre/padre y pueden trabajar juntos para resolver el problema.
- *Escriba una nota.* Una madre que trabaja en un puesto con horario variable tiene dificultades para venir a la escuela durante el horario de la escuela. A veces le pide a su hija mayor que entregue una nota a la maestra de su hijo pequeño para informarle de una cita con el médico o comunicarle cualquier otra noticia.

Comuníquese aún cuando haya lenguas diferentes

Algunos padres en nuestro estudio no hablan la misma lengua que los profesores o maestros, son de culturas diferentes; o viven en los Estados Unidos desde hace poco tiempo. Estas cosas pueden hacer la comunicación más difícil.

- *Pase tiempo en la escuela.* Una madre habla español y el maestro de su hija no. La madre se siente a gusto en la escuela pero se siente incómodo al trabajar en el aula de clase. Por lo tanto ayuda con actividades como ayudando a adornar la escuela. Su ayuda en la escuela le muestra a todo el mundo que se preocupa por su hija y la escuela, está participando y se mantiene informada de lo que pasa en la escuela.
- *Búsque a alguien que hable su lengua.* Algunos padres encuentran a alguien en la escuela que habla su idioma. Muchas veces es el director o "principal" o un ayudante de profesor. Estas personas pueden escuchar las preocupaciones de los padres o traducir durante conferencias entre padres y maestros. Otro modo es de traer a un amigo o pariente a la escuela para traducir o pedirle a la escuela que se busque un intérprete o traductor.
- *Infórmese sobre las clases de idiomas en la escuela.* A veces las escuelas ayudan a los padres a aprender el nuevo idioma. Una madre tomó clases de inglés como segunda lengua [ESL] en la misma escuela a la que asiste su hijo, lo cual le hizo más fácil hablar con el maestro.

- *Ofrézcase a ayudar en casa.* A veces usted puede ayudar con un proyecto de clase en casa. Los profesores agradecerán su participación y sus hijos verán que a usted le importa la escuela.

Comuníquese aún cuando haya diferentes culturas y orígenes

Muchos maestros desean tener más información sobre la familia, las creencias de la familia y lo que ocurre en la vida del niño fuera de la escuela para ayudarles a comprender mejor al niño. Pero algunos maestros tienen miedo de hacer preguntas sobre estos temas o se sienten demasiado ocupados. Algunos maestros terminarán por conjeturar sobre lo que le está pasando al niño fuera de la escuela.

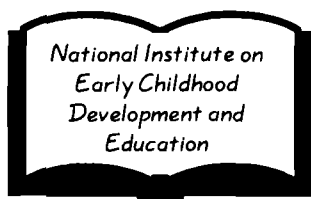
- *Comparta sus creencias y valores si se siente cómodo haciéndolo.* Una madre cree que los niños no deben avanzar al próximo grado o curso escolar si tienen dificultades con el aprendizaje. Ella explica que en su país un niño no puede avanzar hasta que esté listo. Cuando sus propios hijos tuvieron dificultades con el aprendizaje, ella se informó sobre los procedimientos de la escuela con respecto a este tema y les comunicó sus opiniones al maestro y al director o "principal." La escuela respetó sus deseos.

Escoja la manera que le parece la propia para usted

Además de asistir a las conferencias entre padres y profesores, los padres pueden visitar la escuela, charlar después de la escuela o por teléfono o pedirle a otra persona que le transmita la información. Hay muchas y diferentes maneras en que los padres se pueden comunicar con los maestros sobre el aprendizaje de los hijos. Es importante que usted encuentre la manera más apropiada para usted.

Este *Digest* [Compendio] fue preparado por Holly Kreider, Ellen Mayer y Peggy Vaughan del Proyecto de Harvard de investigación sobre familias [HFRP]. Si desean recibir más informes sobre este estudio, llame HFRP al (617) 495-9108 o escriba a: 38 Concord Avenue, Cambridge, MA 02138 o visiten el lugar en la Red: <http://hugsel.harvard.edu/~hfrp>.

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La buena comunicación entre padres y profesores o maestros tiene muchos beneficios. Cuando los padres y los profesores comparten información, los niños aprenden más y los padres y los profesores se sienten más apoyados. La buena comunicación puede ayudar a crear sentimientos positivos entre los maestros y los padres.

Las escuelas y los profesores o maestros saben que la buena comunicación es una parte importante de su trabajo. Los maestros necesitan saber algo sobre la familia, la lengua y cultura de los niños para ayudarles a aprender. Los padres se benefician porque aprenden más de lo que ocurre en la escuela y pueden animar a los niños a aprender en casa. Más importante aun es que los niños se benefician mediante una mejor comunicación porque el contacto entre el hogar y la escuela ayuda a más niños a aprender y a triunfar.

Pero la comunicación entre padres y profesores puede ser difícil también, especialmente cuando los padres se sienten incómodos en la escuela, o no hablan bien el inglés o si son de culturas diferentes de las de los profesores o maestros. Afortunadamente, ambos padres y profesores han desarrollado maneras de facilitar la comunicación. Además de conferencias u otras reuniones en las escuelas, los padres y parientes en el Estudio sobre la Transición Escolar descubrieron maneras creadoras de reunir y de compartir información con los profesores y de sentirse más cómodos al hacerlo.

Comunicar y sentirse cómodo en la escuela

En nuestra investigación, descubrimos que la comunicación es difícil cuando los padres no se sienten cómodos en la escuela o hablando con los profesores o maestros. Según el estudio, algunos padres tuvieron malas experiencias en la escuela cuando eran niños. Otros padres no se han sentido bien recibidos o acogidos por la escuela o el maestro.

Afortunadamente, hay cosas que usted puede hacer para vencer estos obstáculos. Aquí hay algunos ejemplos de cómo algunos padres han llegado a sentirse más a gusto y más seguros de sí mismos. Pero, recuérdense, los padres y los profesores deben verificar primero entre ellos que ambos se sienten cómodos con esos arreglos:

- *Charle con el profesor.* Un padre simplemente pasa por la escuela y charla con la profesora de su hija cuando recoge a su hija de la escuela. A través de estas charlas se han ido conociendo y eso lo hace más fácil en el momento de organizar una conferencia entre padres y profesores.
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Comuníquese desde fuera de la escuela

Nuestra investigación también descubrió que le puede ser difícil a un padre comunicarse con el profesor cuando el padre no puede acudir a la escuela. A veces los padres no tienen un automóvil o alguien que cuide a los otros hijos durante el día mientras visiten la escuela. Otras veces, los padres trabajan durante el día o la tarde o la noche y no pueden ir a las reuniones. Pero la comunicación puede tener lugar sin visitar la escuela.

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Algunos padres en nuestro estudio no hablan la misma lengua que los profesores o maestros, son de culturas diferentes; o viven en los Estados Unidos desde hace poco tiempo. Estas cosas pueden hacer la comunicación más difícil.

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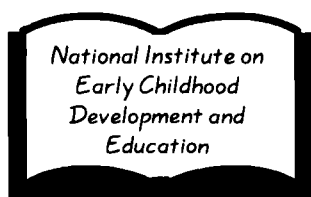
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Escoja la manera que le parece la propia para usted

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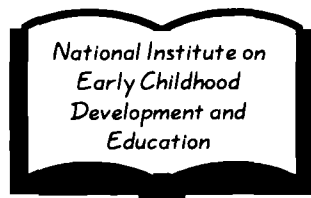
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Early Childhood Digest:

How Busy Parents Can Help Their Children Learn and Develop

September 1999

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Parents can help their school-age children learn and develop, but parents are often very busy. They may be working two jobs or trying to find a job, going to school, or taking care of other family members.

No matter how busy parents are, there are things they can do to help their children. Parents of first- and second-graders in the "School Transition Study" research project have discovered creative ways to stay involved in their children's learning and development. Researchers conducting the survey learned important and useful tips to share with busy parents everywhere.

Use your time well

- *Organize your time.* One single parent of four who is going back to school tries hard to organize her class schedule so that she has time with her children. She is able to be home with them in the afternoons on most school days. In another family where the mother and father both work full time, they are able to organize their work schedules so that one of the parents is always at home with the children. One day a week after school, the children walk to their mother's workplace where they wait a short time with her until their father picks them up.
- *Do a few things at once.* One father arranges to do quiet household chores right beside his daughter who does her homework at the kitchen table. Then the father is there to answer questions. Another mother has her daughter start her homework in the family's car while they are waiting for her older brother to get out of school. The car is a quiet place where they can talk together.

- *Make daily routines a time for learning.* When one mother walks her girls to school, she uses the time to talk about the unsafe parts of the neighborhood and how the girls can protect themselves. Children are learning all the time, but when you talk to them like this, it can help even more with their learning.
- *Find other people to help.* One single parent who cannot be home in the afternoon or evening has the babysitter help the children with homework. Another single parent who works two jobs during the summer arranges for her son to get taken to his neighborhood summer program every morning by his grandfather, who lives nearby. When the program is over, the mother's friend takes the child to football practice and then back home, where the mother serves everyone a late dinner. As a busy parent, you can't do everything yourself. One important thing you can do is be the *manager*, and make arrangements for *other* people to help.

Balance work schedules and family

- *Do some school things at the beginning of the day.* One single father in our study who works a late shift uses the morning when he is home to check over homework with his son. Then he takes him to school. Sometimes he will sit in the classroom and watch or chat with the teacher before he goes to work.
- *Make breakfast the big family meal.* Another mother who also works late has her high school-aged daughter make a simple dinner for the younger children. Then the mother cooks a big hot breakfast every morning when she is home, before the children go to school.
- *Do things differently on the weekend.* One mother leaves for her job every morning before the children are up. But on Sundays, she wakes them up early, so she can share time with them before she goes to work. A special thing for this family is eating lunch later at the restaurant where the mother works.

It can be very hard for parents working the evening or night shifts. One mother was able to do something about it. She was working a late shift and her son was angry and doing very poorly in school. She had a note from the school counselor, saying that her child was having problems in school, partly because she was not able to be with him in the afternoons and evenings. The mother showed this note to her boss and was able to get her work schedule changed, so she could be with her son. Now he is happier, and doing better in school.

Ways to stay involved with your child's school when you are busy

Being involved with school is an important way to show you care about your child's learning.

- *How busy parents stay involved at school.* One mother, who cannot volunteer in the classroom because of her work schedule, finds it easier to go to meetings at night, and has been to some school council meetings. Another mother volunteers to help keep things organized in the halls at the end of the school day, when she is there picking up her child. In a family where the mother is taking care of a baby, the father is able to help out in his older son's classroom 2 hours a week. Even with a baby, there may be things you can do at school: sell tickets for a show, answer phones in the office, or help put away books in the library when the baby is napping. If it's hard for you to be in the school building, you can work on some things at home, like decorations or displays for the classroom.
- *How schools help busy parents.* Some schools have afterschool child care or homework tutoring. Some schools provide transportation or child care to help parents come to school meetings at night. Schools in our study also made special arrangements to help. One school asked an older child to help a younger one from a different family with his homework because the younger one did not have anyone at home who could help. One school loaned a parent a video of a volunteer training meeting that the parent could not attend because of work.
- *Ways parents ask schools for help.* Staying in touch with your child's teacher is the most important thing you can do at school, but sometimes it can be hard to find a good time to talk. One mother called her son's teacher and asked for the parent-teacher conference to be changed to a

better time for her. Another mother asked the teacher to call her at work, when the teacher needed to talk to the mother about her child. If it is hard for you to come to classroom open houses at night, ask if they also can be held in the mornings before school. Ask about potluck breakfasts to feed busy families before they go to work and school. Maybe you could come to meetings at night if the school helped. For example, ask if the school could open a study hall or offer homework help for older children during the meeting.

Think about what's right for you

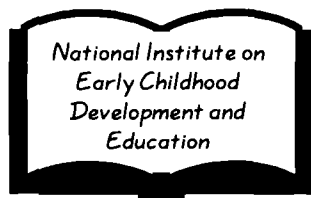
Some parents feel so overwhelmed from everything they have to do that they can't seem to do anything. All parents should remember that there are places where they can get help when they need it. Family resource centers can help. Parent education programs can give parents new skills that will help them better use their time with their children. Parents may know another parent they can talk to and get ideas from.

Parents often feel guilty because they cannot spend as much time with their children as they would like. But it can help for parents to know that when they are busy, they can be setting an example for their children. Children watch their parents work hard at a job, attend classes, help out at church, or take care of relatives or friends. They can learn about responsibility and working for a goal from your example. Talking about this can help reinforce their learning.

Take time to think about your own situation. There may be things you are doing now that help you to be a part of your child's learning. Maybe there are changes you can make or ask others to make. Maybe some of the ideas from parents in our study can work for you, too.

This Digest was prepared by Ellen Mayer, Holly Kreider, and Peggy Vaughan of the Harvard Family Research Project (HFRP). For more information on the work of the School Transition Study, a large national long-term research project looking at how family, school, and community shape children's development, please call HFRP at (617) 496-4304, write to them at 38 Concord Avenue, Cambridge, MA 02138, or visit their Web site at <http://hugsel.harvard.edu/~hfrp>

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- *Do a few things at once.* One father arranges to do quiet household chores right beside his daughter who does her homework at the kitchen table. Then the father is there to answer questions. Another mother has her daughter start her homework in the family's car while they are waiting for her older brother to get out of school. The car is a quiet place where they can talk together.

- *Make daily routines a time for learning.* When one mother walks her girls to school, she uses the time to talk about the unsafe parts of the neighborhood and how the girls can protect themselves. Children are learning all the time, but when you talk to them like this, it can help even more with their learning.
- *Find other people to help.* One single parent who cannot be home in the afternoon or evening has the babysitter help the children with homework. Another single parent who works two jobs during the summer arranges for her son to get taken to his neighborhood summer program every morning by his grandfather, who lives nearby. When the program is over, the mother's friend takes the child to football practice and then back home, where the mother serves everyone a late dinner. As a busy parent, you can't do everything yourself. One important thing you can do is be the *manager*, and make arrangements for *other* people to help.

Balance work schedules and family

- *Do some school things at the beginning of the day.* One single father in our study who works a late shift uses the morning when he is home to check over homework with his son. Then he takes him to school. Sometimes he will sit in the classroom and watch or chat with the teacher before he goes to work.
- *Make breakfast the big family meal.* Another mother who also works late has her high school-aged daughter make a simple dinner for the younger children. Then the mother cooks a big hot breakfast every morning when she is home, before the children go to school.
- *Do things differently on the weekend.* One mother leaves for her job every morning before the children are up. But on Sundays, she wakes them up early, so she can share time with them before she goes to work. A special thing for this family is eating lunch later at the restaurant where the mother works.

It can be very hard for parents working the evening or night shifts. One mother was able to do something about it. She was working a late shift and her son was angry and doing very poorly in school. She had a note from the school counselor, saying that her child was having problems in school, partly because she was not able to be with him in the afternoons and evenings. The mother showed this note to her boss and was able to get her work schedule changed, so she could be with her son. Now he is happier, and doing better in school.

Ways to stay involved with your child's school when you are busy

Being involved with school is an important way to show you care about your child's learning.

- *How busy parents stay involved at school.* One mother, who cannot volunteer in the classroom because of her work schedule, finds it easier to go to meetings at night, and has been to some school council meetings. Another mother volunteers to help keep things organized in the halls at the end of the school day, when she is there picking up her child. In a family where the mother is taking care of a baby, the father is able to help out in his older son's classroom 2 hours a week. Even with a baby, there may be things you can do at school: sell tickets for a show, answer phones in the office, or help put away books in the library when the baby is napping. If it's hard for you to be in the school building, you can work on some things at home, like decorations or displays for the classroom.
- *How schools help busy parents.* Some schools have afterschool child care or homework tutoring. Some schools provide transportation or child care to help parents come to school meetings at night. Schools in our study also made special arrangements to help. One school asked an older child to help a younger one from a different family with his homework because the younger one did not have anyone at home who could help. One school loaned a parent a video of a volunteer training meeting that the parent could not attend because of work.
- *Ways parents ask schools for help.* Staying in touch with your child's teacher is the most important thing you can do at school, but sometimes it can be hard to find a good time to talk. One mother called her son's teacher and asked for the parent-teacher conference to be changed to a

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Think about what's right for you

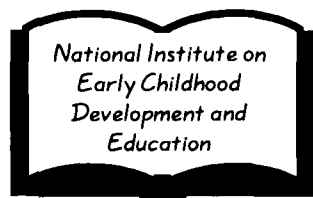
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Parents often feel guilty because they cannot spend as much time with their children as they would like. But it can help for parents to know that when they are busy, they can be setting an example for their children. Children watch their parents work hard at a job, attend classes, help out at church, or take care of relatives or friends. They can learn about responsibility and working for a goal from your example. Talking about this can help reinforce their learning.

Take time to think about your own situation. There may be things you are doing now that help you to be a part of your child's learning. Maybe there are changes you can make or ask others to make. Maybe some of the ideas from parents in our study can work for you, too.

This Digest was prepared by Ellen Mayer, Holly Kreider, and Peggy Vaughan of the Harvard Family Research Project (HFRP). For more information on the work of the School Transition Study, a large national long-term research project looking at how family, school, and community shape children's development, please call HFRP at (617) 496-4304, write to them at 38 Concord Avenue, Cambridge, MA 02138, or visit their Web site at <http://hugsel.harvard.edu/~hfrp>

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Early Childhood Digest:

How Busy Parents Can Help Their Children Learn and Develop

September 1999

This Early Childhood Digest, produced by the National Institute on Early Childhood Development and Education, is based on information from the School Transition Study, sponsored by the MacArthur Network on Successful Pathways through Middle Childhood and conducted, in part, by the Harvard Family Research Project (HFRP).

Parents can help their school-age children learn and develop, but parents are often very busy. They may be working two jobs or trying to find a job, going to school, or taking care of other family members.

No matter how busy parents are, there are things they can do to help their children. Parents of first- and second-graders in the "School Transition Study" research project have discovered creative ways to stay involved in their children's learning and development. Researchers conducting the survey learned important and useful tips to share with busy parents everywhere.

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